

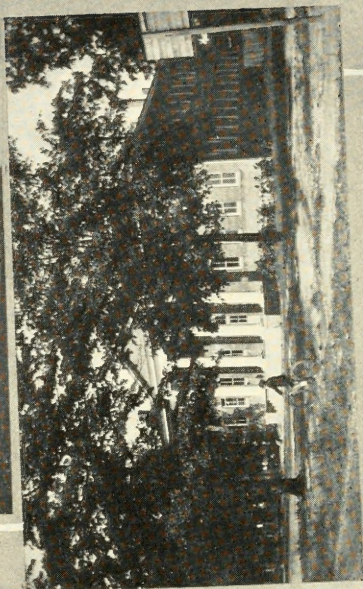
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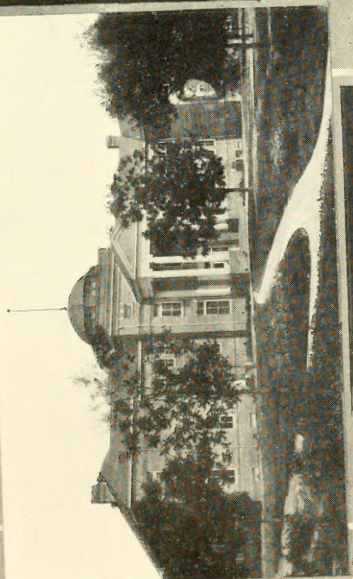
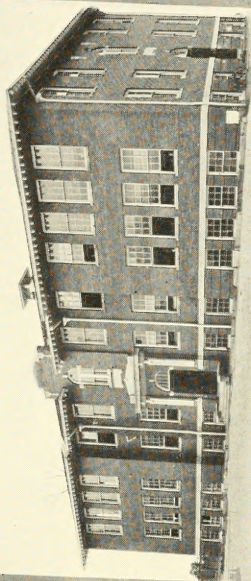
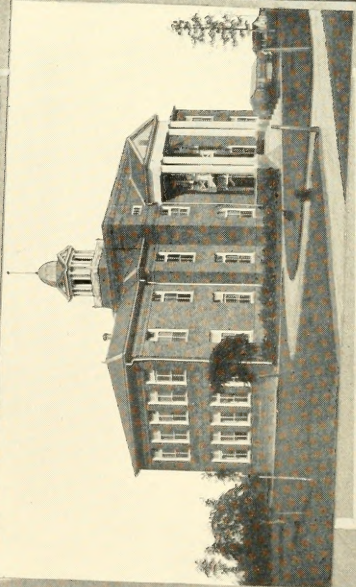


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BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF

With Compliments of

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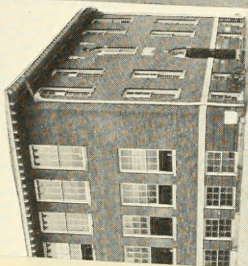
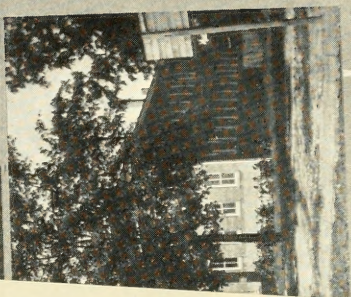
Superintendent of Public Instruction

RALEIGH

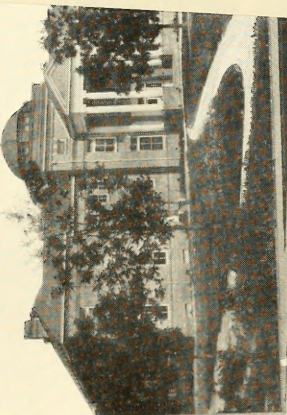
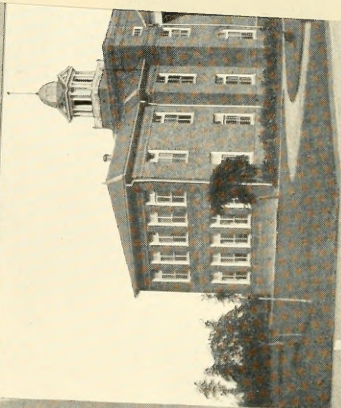
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BIENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF

NORTH CAROLINA

FOR THE

SCHOLASTIC YEARS 1912-1913 AND 1913-1914

RALEIGH

EDWARDS & BROUGHTON PRINTING COMPANY

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2146
Superintendent

LETTER OF TRANSMITTAL.

STATE OF NORTH CAROLINA,
DEPARTMENT OF PUBLIC INSTRUCTION,
RALEIGH, December 10, 1914.

To His Excellency, LOCKE CRAIG

Governor of North Carolina.

DEAR SIR:—According to section 4090 of The Revisal of 1905 I have the honor to transmit my Biennial Report for the scholastic years 1912-13 and 1913-14

Very Truly yours,

J. Y. JOYNER,
Superintendent of Public Instruction.

TABLE OF CONTENTS.

PART I.

Summary in Brief Outline of Two Years' Progress in Education.
Recommendations.

Work to Be Done and How to Do It.

Statistical Summary of Two Years' Progress.

PART II.

Statistics for 1912-13.

Statistics for 1913-14.

PART III.

Report of State Inspector of Public High Schools, 1912-13.

Report of State Inspector of Public High Schools, 1913-14.

Report of Supervisor of Teacher-training.

Report of State Agent Rural Schools.

Report of State Agent Rural Schools.

Report of Colored Normal Schools, 1912-1913 and 1913-1914.

Report of Peabody Rural Supervision Fund.

Circular Letters of State Superintendent.

PART I.

SUMMARY AND BRIEF OUTLINE OF TWO YEARS' PROGRESS
IN EDUCATION.

RECOMMENDATIONS.

WORK TO BE DONE AND HOW TO DO IT.

STATISTICAL SUMMARY OF TWO YEARS' PROGRESS.

SUMMARY AND BRIEF OUTLINE OF TWO YEARS' PROGRESS IN EDUCATION.

The following summary and brief outline of the progress in education for the biennial period beginning July 1, 1912 and ending June 30, 1914, is based on the official reports on file in the office of the Superintendent of Public Instruction, and can be verified in detail by the published statistical reports of this biennial period.

Increase in School Funds.—The total available school fund for the year ending June 30, 1914, was \$6,119,602.72. This is an increase of \$1,630,850.15 over the total available school fund for 1912. Of this total available school fund for 1914 \$3,267,613.89 was raised by State and county taxation and appropriation, and \$1,367,948.65 was raised by local taxation in special tax districts, of which \$823,366.17 was raised in urban districts, and \$544,582.48 in rural districts. This is an increase in 1914 over 1912 of \$34,803.21 in the amount raised by local taxation in rural districts and \$153,378.76 raised by local taxation in urban districts.

Of the total available school fund for 1914 \$4,012,488.86 was the rural school fund and \$2,107,113.86 the urban school fund. In percentage there has been an increase of seven percent in the funds raised by local taxation in the rural districts, and 23 per cent in the funds raised by local taxation in urban districts, and 30 per cent in the annual available fund raised by general State and county taxation and appropriation in 1914 over 1912.

Excluding bonds, loans, State appropriations and the balance from the previous year, the whole amount raised by county and local district taxation for public schools during 1914 was \$4,006,779.51 an increase of \$610,047.17 over 1912. The increase in the rural funds raised by taxation in 1914 over 1912 was \$353,683.00, the city increase was \$256,364.17. These figures show that during 1914 \$7.87 was raised for each child of school age enumerated in our State School Census; \$6.39 for each child outside the cities and towns, and \$14.03 within the cities and towns. This was a per capita increase in 1914 over 1912 of \$1.62 for each country child of school age, and \$3.04 for each city child of school age.

These comparisons are made between the last year of this biennial period, 1914, and the last year of the preceeding bienial period, 1912, so as to indicate the progress of the period. The figures for the year 1913 and the relative progress of 1914 over 1913 can easily be ascertained from the published statistical reports found elsewhere in this report.

For What the Money Was Spent.—With this increase in available funds for educational purposes, there has been during the period a corresponding increase in those things which can be provided only by increased funds. There has been an increase of \$1,013,456.02 in the value of rural school property, and \$684,631.25 in the value of urban school property, making a total increase of \$1,698,087.27 in the total value of the public school property of the State. There has been expended during the period \$1,611,048.41 in building, improving and equipping public school houses. Eight hundred and ten new rural schoolhouses have been built at an average cost of \$840.45. There has

been an increase of 643 in the number of rural schoolhouses equipped with patent desks, and \$139,548.81 has been expended during the biennial period for furniture for rural schoolhouses, and \$54,232.41 for furniture for urban schools.

Eleven and one-half days have been added to the average annual school term of white schools of the State, and 17 days to the average annual school term of the colored schools of the State, 17.8 days to the white rural school term and 19.3 days to colored rural school term. In newly established local tax districts of course, the school term has been greatly lengthened and in many instances doubled. There has been an increase of 1,065 in the number of white teachers employed, and 275 in the number of colored teachers employed. There has been an increase in the average annual salary of white teachers of \$51.91 and 33.97 in the average annual salary of colored teachers. The average annual salary of rural school teachers has been increased \$47.40. There has been a necessary increase in the expense of collecting, expending and administering a larger fund, and an increase in the current expenses for longer terms with more schoolrooms and teachers.

The total expenditures for all schools during 1914 was \$5,566,992.89, which represents an increase of \$1,488,872.85 over 1912, an increase of \$918,518.54 in rural expenditures, and \$570,354.31 in city expenditures. Of this increase rural teachers and superintendents received \$694,597.71, and urban teachers and superintendents received \$206,013.49. The increased expenditures for administration, including treasurers' commissions, the expenses of boards of education, school committeemen, and taking census, was \$56,838.45 for rural schools and a decrease of \$2,852.26 for city schools. The increase in the expenditures for all other purposes, including overcharges arising from overestimates of poll tax, errors in treasurer's commissions, etc., borrowed money for building repaid, etc.; repaid out of collected taxes was \$206,645.87. The expenditures for public high schools showed a reasonable increase. In this report the expenditures for high schools have been included with the other rural school expenditures and will not be found listed separately as heretofore. A detailed report of the high school expenditures will be found elsewhere in the report of the State Inspector of Public High Schools. An increase in the amounts spent for buildings and supplies is shown in 1914 over 1912 of \$496,449.10. Taking collectively the gain in the expenditures under each head, there was a net increase in the expenditures for the State for public schools of \$1,488,872.85 for 1914 over 1912. This shows a gain in the expenditures for schools of about 30 per cent.

Increase in Value of School Property.—In 1914 the total value of school property of the State was \$9,078,703.27. Of this amount the value of rural school property was \$5,030,710.02 and the value of city school property was \$4,047,993.25. This is an increase in 1914 over 1912 of \$1,698,087.27 in the total value of all school property of which \$1,013,456.02 is the increase in the value of rural school property and \$684,631.25 the increase in the value of city school property. The value of white school property in 1914 was \$8,056,966.34 of which \$4,470,892.25 was rural and \$3,586,074.09 was urban. The percentage of increase in the value of school property during the biennial period was 23 per cent, 25 per cent rural and 20 per cent urban.

In 1914 there were 7928 school houses in the State—7,619 rural and 309 urban, 5,356 rural white and 199 urban white, 2,263 rural colored and 110 urban colored. The average value of each rural white schoolhouse was

\$851.55, the average value of each city white schoolhouse was \$18,020.47, the average value of each rural colored schoolhouse was \$247.38, the average value of each city colored schoolhouse was \$4,199.27. There has been an increase of \$178.83 in the average value of each rural white schoolhouse and \$41.96 in the average value of each colored rural schoolhouse in 1914 over 1912. During the biennial period \$784,619.87 was spent for white rural school buildings and sites and \$498,028.60 was spent for white urban school buildings and sites. \$82,272.65 was spent for colored rural school buildings and \$53,346.27 was spent for urban colored school buildings. Taken collectively this means that \$910,124.41 was spent for rural school buildings and sites and \$551,374.87 was spent for urban school buildings and sites.

New Schoolhouses Built.—During the biennial period 810 new rural schoolhouses have been built—606 white and 204 colored, at a cost of \$811,407.77. This means an average of more than one rural schoolhouse for every day in the year and including the city schoolhouses built the average runs considerably over one per day. This pace of building at least one new schoolhouse for every day in the year according to approved plans of modern school architecture prepared by most competent architects under the supervision of the State Department of Education and distributed from the office of the State Superintendent of Public Instruction, has been maintained for the past twelve years—a total of 4,475 new schoolhouses having been built during this time—in 4,383 days. This also means that three-fifths of all the schoolhouses in this State have been built anew or rebuilt within the last twelve years.

Improvement of School Furniture and Equipment.—During the biennial period \$313,487.39 has been spent for school furniture and necessary equipment, an increase of \$70,113.00 in the expenditures for this purpose over the preceding biennial period. In 1914 there were 3,446 rural schoolhouses equipped with modern school furniture—3,049 white and 397 colored—an increase of 507 white and 136 colored over 1912, 3,082 rural schoolhouses were reported furnished with home-made desks—1,860 white and 1,222 colored.

Increase in Local Tax Districts and Funds Raised by Local Taxation.—During the biennial period 190 local tax districts have been established by voluntary vote of the people in rural communities and small towns, an average of nearly two districts per week for each week in the two school years. This made a total of 1,629 districts in the State at the end of the school year. In 1914 \$1,367,948.65, about 22 per cent of the entire school fund of this State, was raised by a local taxation, \$545,582.48 in rural districts and \$823,366.17 in urban districts. All the counties of the State now have from one to 61 local tax districts each, levying special taxes therein to supplement their apportionment from the State and county funds for longer terms, better schoolhouses and equipment, better teachers paid better salaries and for better schools.

Increased Attendance and Lengthening of School Term.—As a result of the operation of the Compulsory Attendance Law and the law setting aside five cents of the total State tax levy on every hundred dollars of property for the creation of the State Equalizing School Fund for the lengthening of the school term in every school district exclusive of all local taxation to a minimum of six months or as near thereto as said Equalizing Fund will provide, requiring all counties to provide first out of their own school funds a minimum school term in each district of at least four months and to levy a special tax to a maximum of 15 cents on the hundred dollars for the purpose wher-

ever necessary in order to participate in this fund, there has been an unprecedented increase of 11.6 per cent in the average daily attendance and a lengthening of the school term to a minimum of 103.3 days or five months and nearly a week in every public school district in North Carolina and to an average public school term of 122 days for the entire State. This is the largest increase in enrollment and attendance and in length of public school term during any one year in the history of North Carolina or perhaps in the history of any other State in the South. It will be remembered that these laws were passed by the General Assembly of 1913 in response to the universal demand of the people of the State upon their Representatives and that 1913-14 was the first year of their operation.

The increase in the school census in 1914 over 1912 was 15,676—9,018 white and 5,958 colored. The increase in the school enrollment was 74,140—36,498 white and 37,646 colored. The increase in average daily attendance was 75,918—46,036 white and 29,882 colored. These figures indicate the most remarkable increase in the enrollment and average daily attendance in the history of the State.

In 1914 the average length of school term in white rural schools was 115.5 days, in the city, white schools 166.5 days, in all white schools of the State 124.22 days, in the rural colored schools 104 days, and in the city colored schools 167 days. This is an increase in 1914 over 1912 in the average term of the rural white schools of 17.8 days, and an increase in the rural colored schools of 19.3 days. The increase in the term of all rural schools therefore was 18.5 days. There was a slight decrease in the length of the term of the city schools, due to smaller schools with shorter terms receiving charters. These short term schools of course bring down the general average of the city schools somewhat.

As stated above there has been an increase in the number of teachers employed—white and colored.

Improvement in Teachers' Institutes and Other Facilities for Teacher-training.—Under amendments to the school law by the General Assembly of 1909 a two-weeks teachers' Institute was made mandatory in every county biennially. Teachers' institutes were held in twenty-nine counties in 1913 and in sixty-four counties in 1914. Special arrangements were made in Durham, Chowan, Guilford, Orange, Pitt, Wake and Watauga for the training of the teachers in summer schools or otherwise to take the place of institute work. With the aid of the Supervisor of Teacher-training, also made possible by an amendment to the law in 1909, the work of the county teachers' institutes and the county teachers' associations has been organized and systematized, and through teachers' reading circles, a valuable course for home study and home training for the professional improvement of the rank and file of the teachers is being successfully conducted. Teachers' associations, holding monthly meetings, are in successful operation in more than ninety counties. Most of these associations have also organized teachers' reading circles for pursuing the prescribed course of professional reading.

A trained man and a trained woman have been appointed to conduct each of these county teachers' institutes. All institute workers have been required to attend a conference of three or four days with the State Superintendent of Public Instruction and the Supervisor of Teacher-training, for the discussion of their work and the arrangement of uniform and definite plans of work before beginning the institutes, and have been furnished with bulletins con-

taining definite outlines and approved suggestions for the work of the institutes. Under this plan there has been marked progress in the organization and the direction of this institute work. It has been uniform, practical, and progressive, with more teaching and demonstration and less lecturing, with more emphasis on the essential subjects and less on the frills.

The reports received from these institutes have been the most encouraging ever received by the State Superintendent. They have been more largely attended and the teachers have been more interested and benefitted than ever before. A fuller report of this institute and teacher-training work, by the Supervisor of Teacher-training, is printed elsewhere in this report. An attempt has been made, with encouraging success, to correlate and coördinate the work of these agencies for home study and professional improvement of teachers—the teachers' institute, the county teachers' association and reading circles, to plan the work so as to make it more progressive and continuous from year to year. *North Carolina Education*, our official State teachers' journal, is heartily coöperating and rendering valuable assistance in carrying on this work.

Improvement in County Supervision.—There has been an increase in the number of county superintendents giving their entire time to the work of supervision and an increase in the time devoted to their work by nearly all the superintendents. Seventy-one county superintendents, an increase of twenty during this biennial period, now devote their entire time to the work. The county superintendents are thoroughly organized into State and district associations, holding annual meetings for the discussion with each other and with the State Superintendent of their common problems, for an exchange of views and experiences, for mutual counsel and advice and for forming plans for carrying on more uniformly and successfully the great work of educating all the people in the schools for all the people. It has seemed to me that during this biennial period the county superintendents have shown an unusual improvement in the efficient and intelligent discharge of their duties and that on the whole they have manifested a fine spirit of loyalty and devotion to their work. Much progress has been made in the organization, training, and directing of their teaching force and in systematization, classification and gradation of the work in the rural schools.

Improvement in County Supervision.—As will appear elsewhere from the reports of Mr. Brogden and Mr. Newbold, the State Agents for Rural Schools, there has been during the year marked progress in a number of counties in closer and more efficient supervision of rural schools. At least ten counties employed during the year competent, trained women to assist in the supervision of their rural schools.

Progress in Rural Public High Schools.—During the biennial period 12 new public high schools have been established, making a total of 212 such schools in 96 counties of the State. There are, therefore, only four counties that do not have one or more of these schools. The annual State appropriation for their maintenance was increased \$25,000 in 1911, making the total annual State appropriation for them \$75,000. During the biennial period \$417,358.64 has been expended for the maintenance of these schools.

The total enrollment of country boys and girls in them was 7,946 in 1913 and 8,316 in 1914, a total of 16,262 for the biennial period—7,869 boys and 8,393 girls. This is an increase of 2,357 in the total enrollment of 1914 over that of 1912, an increase of 18 per cent in enrollment. There has been an

average daily attendance of 5,921 in 1913 and 6,307 in 1914. The percentage of enrollment in average daily attendance for the past two years has been 75 per cent.

In connection with some of these high schools, dormitories have been built and equipped, in which high school students may secure board at the actual cost and pay for it in money or in provisions at the market price.

These figures show an encouraging increase in enrollment and attendance upon these public high schools, indicating a commendable growth in public sentiment among the rural population for high school education, for the elevation of the average of intelligence, and for better preparation for citizenship and service. A fuller report of these public high schools, prepared by the State Inspector of Public High Schools, is printed in another section of this report.

Increase in Rural Libraries.—During the biennial period 501 new libraries have been established costing approximately \$15,030.00, containing an average of about eighty-six volumes each of well selected books which are lent to the pupils of rural communities for their use; 347 new supplemental libraries have been added to the libraries formerly established, costing \$5,200.00, and adding about thirty-five books to each of these original libraries. The total number of rural libraries in the State at the close of the biennial period was 3,609, the total number of supplemental libraries 1,525. Almost one-half of all the school districts in the State, white and colored, are now provided with rural libraries.

Loan Fund for Building Schoolhouses.—During the biennial period the total amount of new loans made from the State loan fund for building and improving public schoolhouses was \$207,447.00, an increase of \$42,152.00 over the preceding biennial period, to seventy-nine counties for building and improving houses valued at \$674,842.00. The total amount of loans made from this loan fund since its establishment in 1903 aggregates \$896,022.50 to ninety-eight counties for building and improving 1,531 houses valued at \$2,411,500.00. This means that about one-fifth of all the schoolhouses in the State have been built or enlarged by the aid of this fund.

This fund continues to be of incalculable service in building and improving public schoolhouses; the loans from it often make possible at once much needed new houses where they would not otherwise be possible without closing the schools and using the entire apportionment for one or more years for building. A timely loan from this fund also often means to a district the difference between a poor cheap house and a good properly constructed one. By the method of extending the payments over a period of ten years and charging such a small rate of interest a district can take care of the repayment of a loan from this fund without seriously hampering the efficiency of the school, or materially shortening the school term. Loans from this fund are made only for houses constructed in accordance with plans approved by the State Superintendent of Public Instruction, and the plans for any house not constructed in accordance with one of the plans issued by the State Department must be submitted to the State Superintendent for his approval before the application will be filed or the loan made. A fuller and more detailed report of the loan fund will be found elsewhere in this report.

Boys' Corn Club, Girls' Tomato Clubs, An Increased Interest in Agricultural Instruction.—With the aid of Prof. T. E. Browne, agent for Agricultural Extension Work, Mrs. Jane McKimmon, agent in charge Girls' Demonstration

Work, and with the active coöperation of the county superintendents and teachers, boys' corn clubs and girls' tomato clubs have been organized in many counties of the State. The reports of Prof. Browne and Mrs. McKimmon below give a full account of this division of the work.

HON. J. Y. JOYNER, *Superintendent of Public Instruction of North Carolina.*

DEAR SIR:—I beg lief to submit a report of the work conducted from the office of Extension, A. and M. College, for the biennial period ending December 1st, 1914. It is not practical for us to use the same time limits in the biennial period as those in used in the State Department of Education, because of the fact that reports from the boys cannot be secured until after harvest. This report is to deal primarily with the Boys' Corn Club work and work with the rural schools, especially the schools in which agriculture is being taught. Since the last biennial report the Canning Club work has been placed under the direct management of Mrs. Jane S. McKimmon.

Under a recent arrangement with the Washington office the Corn Club work has been put under the same general direction as the Farm Demonstration work with Mr. C. R. Hudson as State agent, Mr. T. E. Browne, assistant in charge of Club work and Mr. A. K. Robertson, assistant in Boys' Corn Clubs.

It is with pleasure that I am able to report some progress in the Club work. In 1913 the number of boys enrolled was 2,276 in 86 counties. Of this number 670 made reports. These 670 boys made an average yield of 62.4 bushels per acre, in spite of the fact that on September 3rd the State was visited by one of the most destructive storms in its history. Not taking into consideration the large number of boys who grew corn and did not report, the 670 boys reporting added to the corn yield of the State 41,816.9 bushels. This corn cost the boys \$15,464.37. Figuring the corn at \$1.00 per bushel, we find the boys added to the material wealth of the State the net amount of \$26,352.53, and the cost of conducting the work did not exceed \$6,000.00. We are of the opinion that from a purely monetary standpoint it was a good investment for the State.

We feel that the work has a far greater value in increasing the interest of the boys in scientific agriculture, in giving the boys in our rural districts a greater faith in themselves and the soil, and in inspiring them with a desire to do greater things in life.

The Club work has a further value in teaching the boys to be "business farmers" by requiring them to keep an accurate account of all expenses incurred in growing the corn. We count 30 per cent for the best business showing for the year's work. We also believe that by requiring the boys to write a short history of how they grew their corn, and allowing this to count 20 per cent on their final record it can be made a very vital part of the composition work in the schools.

It has been the policy of the writer to keep the boys informed on the main points in the production of corn by sending to them each month a letter explaining the work to be done at that particular time. These monthly letters have served to keep up the interest of the boys as well as to give them very important information at the time it was most needed.

The enrollment for 1914 has been very encouraging. We made a special appeal through the teachers and the Farm Demonstration agents, who are now required to give this work their personal supervision, and as a result we have doubled the enrollment for 1914, there being now 4,540 boys on our roll. These boys are distributed over ninety-seven counties, Wake having the largest enrollment with Wilkes a close second.

Of the 4,540 boys enrolled in 1914 Corn Club, 964 have sent their final report. These 964 boys made an average yield of 58.1 bushels per acre, at a cost of 46½ cents per bushel. The boys made a total yield of 56,073.35 bushels of corn at a total cost of \$26,106.50. Valuing this corn at \$1 per bushel and deducting the expense from the total value, the boys have added to the wealth of the State this year \$29,966.85. A much larger number of boys would have reported but for the long summer drought.

During the summer of 1913 Prof. I. O. Schaub resigned his position as Professor of Extension in Charge of Club Work and T. E. Browne was elected to

the vacancy. The present incumbent took charge of the office September 1, 1913.

We are endeavoring more and more to connect the Club work with the school work of the State, to make it a laboratory where the principles of agriculture taught in the school room may be vitalized by putting them to practical use on these contest acres. The hearty coöperation of the County Superintendents of Public Instruction and public school teachers is highly appreciated, because the writer realizes more and more that the success of this movement is in direct proportion to the interest and coöperation manifested by the rural school teachers.

The following quotation is taken from the Boys' Corn Club Hand-Book prepared by the undersigned and published as circular No. 17 by the State Experiment Station:

HOW TEACHERS CAN HELP.

"Without the coöperation and aid of the rural school teachers, the strong efficient organization of the Boys' Corn Clubs could never have been effected. They have been very kind in presenting this work in their schools and sending the names of boys to the office for enrollment. Without the teacher the management cannot get in touch with these farmer boys, most of whom are in school some time during the winter months. A number of live, progressive teachers are doing yeoman service in their respective districts with results, of which any one should be justly proud.

"The teachers and school authorities of the State are earnestly requested, by the State Superintendent of Public Instruction, to co-operate in this great work and help the management enroll the farmer boys. The rural school, with the school garden or school farm, should be made the community center around which all the club work revolves."

The Extension Division of the College and Experiment Station is desirous of making itself more useful to the schools of the State, especially the Farm Life schools. The Division stands ready to help any of the schools to establish a course in Agriculture, or render any assistance it can to those already teaching agriculture.

The Corn Club work is still being carried on through the coöperation of the National Department of Agriculture, the State Department of Agriculture and Experiment Station, and the A. & M. College, and State Department of Education. The outlook for 1915 is very encouraging, and already the enrollment is growing rapidly.

Respectfully submitted, T. E. BROWNE,
*Superintendent of Agricultural Extension,
in Charge of Boys' Corn Club Work.*

REPORT OF CANNING CLUBS OF NORTH CAROLINA, DECEMBER, 1913, TO DECEMBER, 1914. JANE S. MCKIMMON, STATE AGENT.

There were organized in North Carolina for Canning Club work from December, 1913, to December, 1914, 32 counties, with an enrollment of 1500 members, an increase of 18 counties and 1100 members over the previous year.

These members are divided into 144 clubs with 78 supervisors. Each county has its chief agent, and where there are many clubs in a county this agent has sub-agents to assist in supervising members and getting standards during the canning season. In two widely organized counties we have as many as eight agents each; in others, five or less.

Thirty of the counties have sent in to me their reports for the year which state that 209,686 No. 3 tin cans, and 49,405 glass jars of tomatoes, string beans, peaches, berries and all other edible products of the farm have been produced.

Total value.....	\$35,361.50
Cost	9,425.76
Profit	25,935.74
Average cost per member.....	11.44
Average profit per member.....	31.82

One club of fifteen members, supervised by Mrs. Ross of Alamance County, put up 10,682 No. 3 tin cans, 1,640 glass jars, and 100 gallons of vinegar, and sold fresh \$55 worth of vegetables. These things represent \$1,563 in cash values, cost \$360, profits \$1,196, or \$86.40 profit per girl. One hundred per cent of the members enrolled in this club reported the work done.

Mrs. Lamb of Sampson county, a county just started in the work last spring, reports a club of nine members filling 5,975 No. 3 tin cans, and 102 glass jars with vegetables, fruits and juices, selling fresh \$2 worth of vegetables.

Total money value.....	\$625.00
Cost	162.00
Profit	463.00
Profit per member.....	51.45

Eighty-two per cent of the members enrolled reported. We have many other clubs making almost as good records.

Alamance County, which has been in the work three years, reports the greatest number of cans and jars filled.

Number filled	55,165
Sold fresh	226.25
Money value	\$7,039.65
Cost	1,771.25
Profits	5,268.45

Seventy-five per cent of the members enrolled in this county reported. Miss Edna Reinhardt, who has seven sub-agents as assistants, is the chief agent in this county.

Anson County, with Mrs. Redfearn as chief agent, assisted by three supervisors, produced in tin and glass jars	38,540
Sold fresh.....	\$ 162.16
Money value.....	5,016.20
Cost	1,531.80
Profits	\$3,884.40

This county has an enrollment of 63 girls, and of these 60, or 96 per cent reported. They have done remarkable work in glass, sending several hundred dollars worth of shipments north. Austin Nichols, one of the largest wholesale fancy grocers in the United States, has ordered a car load of preserves from picked girls under Mrs. Redfearn's supervision after seeing a display of their beautiful packs.

Mrs. Capehart of Granville, and Mrs. Bayne of Cumberland County, have also had their selected girls do beautiful glass packs for the northern markets.

We have bent every effort this year toward teaching commercial packing and out of the 25 counties exhibiting at the State Fair, only one failed to show its training in that particular. We were very proud of the uniformly good packs that these counties sent in, and felt much complimented that the Washington Office should have selected one dozen glass jars to be photographed for a bulletin as examples of fine standard commercial packs. At the State Fair there were displayed 1,104 glass jars of fruits and vegetables, and two large pyramids of tins.

While in New York I examined the packs of goods sold by Park & Tilford and found our girls' packs to compare most favorably.

Our markets are good, and most of the counties are selling at home.

Each county supervisor has been growing gradually into a consultant house-keeper for the county; promoting home economics in the country schools by her small cooking clubs, giving instruction in butter making, marketing, farm produce, grading and packing eggs, impressing the gospel of sanitation, and promoting "get together clubs."

If we had the funds to employ these agents for the whole year, in my opinion there could be found no more efficient means of organizing the country women for better living.

We have added eleven new counties to our organization for 1915, and have

twenty-seven counties which have applied, on our waiting list, which we will admit into the organization as soon as we can finance the work.

To carry on the testing of recipes, which, by the way, is done with each recipe before it is given to the girls; and for tests in canning, it is necessary that we have a small laboratory simply equipped for the purpose. This will cost very little and I hope will be given us.

This work has brought in such fine financial returns that in these times of depression it would seem the part of wisdom to put as much into it as is possible. Our people are beginning to see that at all times wholesome food is a marketable commodity and that the surplus on their farms may be turned into a substantial income.

Counties.	Girls Reporting.	Tins and Glass.	Sold Fresh.	Money Value.	Cost.	Profit.
Alamance.....	90	55,165	\$ 226.25	\$ 7,039.65	\$ 1,771.20	\$ 5,268.45
Anson.....	60	38,540	162.16	5,016.20	1,531.80	3,484.40
Buncombe.....	24	3,407	56.00	320.70	224.96	95.04
Chatham.....	2	500		110.10	33.00	77.10
Catawba.....	20	8,007	60.76	1,215.70	275.00	940.70
Cherokee.....	14	980		200.00	128.80	71.20
Cleveland.....	38	9,294	19.90	1,399.50	349.60	1,049.90
Craven.....	5	1,000		105.00	46.00	59.00
Cumberland.....	7	2,490		448.14	64.40	383.74
Durham.....	15	4,000	198.00	475.00	138.00	337.00
Edgecombe.....	27	8,225	215.40	1,147.60	248.40	899.20
Forsyth.....	28	3,644		610.00	257.60	352.40
Franklin.....	20	5,500	25.00	650.00	184.00	466.00
Granville.....	15	1,894		340.00	138.00	202.00
Iredell.....	69	15,215	137.25	2,147.00	634.80	1,512.20
Johnston.....	29	5,010	75.00	802.50	225.00	577.50
Madison.....	43	8,289	10.00	1,382.00	395.60	986.40
McDowell.....	6	1,858		215.80	55.20	160.60
Mecklenburg.....	74	6,859	1,105.50	2,230.50	680.80	1,549.70
Moore.....	28	9,563	25.00	1,077.30	257.60	819.70
New Hanover.....	8	4,500	122.00	572.00	161.00	411.00
Northampton.....	11	3,100	20.00	345.00	101.00	244.00
Randolph.....	20	4,061	36.34	578.34	184.00	394.34
Rowan.....	12	1,144	219.67	347.87	100.40	247.47
Richmond.....	17	9,461	91.62	1,351.50	156.40	1,195.10
Sampson.....	42	20,587	56.50	2,248.80	386.40	1,862.40
Vance.....	9	2,900	25.00	312.40	82.80	229.60
Wake.....	20	7,120	30.00	841.80	184.00	657.80
Warren.....	24	7,475	52.00	808.10	220.80	587.30
Wilkes.....	53	13,000	50.00	1,350.00	487.60	862.40
Total.....	830	259,091	\$ 3,019.65	\$35,688.50	\$ 9,704.16	\$ 25,983.64

Pender and Guilford Counties failed to send in reports.

The cost is exclusive of the girls' labor. It was almost impossible to get anything like a correct estimate of the time consumed in canning and gardening. We are working on a plan now to accomplish that.

Last year our appropriation from State, Federal and County sources amounted to \$15,000. We have to record in actual profits, \$25,935.74.

Respectfully submitted,

MRS. JANE S. MCKIMMON,

In Charge, Girls' Demonstration Work.

Farm Life Schools and Rural Uplift Movement.—Since the amendment to the farm life school law, allowing any county that will provide the required



WAKELON HIGH SCHOOL

WAKELON HIGH SCHOOL, WAKE COUNTY.

In connection with this school is a Farm-Life Department. Cost of building \$30,000. A \$15,000 addition, a duplicate of the original building, erected 1913-14. Total plant worth about \$45,000.

equipment and an annual maintenance fund equal to the amount received from the State to avail itself of the State appropriation not to exceed a maximum of \$2,500.00 for instruction in agriculture, sewing, cooking, household economics and other farm life subjects in connection with one or more of its rural high schools, nine new farm life schools have been established this year, making a total of 15 such schools in 12 counties of the State. No part of the annual maintenance fund for these schools or of the funds for their necessary equipment is allowed to be taken out of the regular school funds and to shorten the regular public school term until those funds are sufficient to provide a minimum of six months. The significant and hopeful fact about their establishment through the coöperation and sacrifice of the people of the communities in which they are located is the evidence that it furnishes of intense interest in the education of country boys and girls for country life and of the faith of the country people in a sort of education and school that can and will provide better preparation for more profitable, more comfortable, more healthful, more joyous and more contented living in the country.

The farmers, individually and through their various organizations, have lined up enthusiastically behind this movement. All the rural uplift forces of the State and county, educational, agricultural, public health, have actively coöperated in the movement.

Five of these schools have been in successful operation now for two years or more, and their results more than justify the wisdom and the expense of their establishment and maintenance. In coöperation with the A. & M. College arrangements have been completed for supervision and aid in the direction of the vocational and extension work of these schools by trained specialist in these subjects who will, after this year, be connected with the State Department of Public Instruction also as supervisor of these schools and of this sort of work in other public schools, devoting such time to that work as may be necessary.

As will be seen from the reports of Mr. Brogden and Mr. Newbold found elsewhere in this report, a number of consolidated rural schools with three or more teachers are also doing some excellent work in instruction and practical training in farm life subjects without State aid under the direction of the county superintendents and the rural school supervisors.

I regard the establishment of these schools and the remarkable increase in the number of them in one year through the efforts and demands of the country people themselves as perhaps the most significant, practical and far-reaching single forward step of this biennial period and perhaps of the decade. In my opinion, it marks the beginning of a new era in rural education and in the adaptation of the work of the rural schools to the life and needs of the country people that is destined to result in increased efficiency of the rural population and in a re-direction and a re-organization of rural life and a revolution of rural conditions within one or two generations.

Community Service Week.—One of the most hopeful, successful and stimulating movements for rural uplift was the inauguration and observance of Community Service Week in 1914. Three days, December 3rd, 4th and 5th, were set apart by proclamation of Governor Craig as Community Service Days. Thursday was designated as "Public Roads, Grounds and Building Day" for voluntary work by men, women and children of each town, township or school district for needed improvement in one or all of these. Friday was

designated as "School and Neighborhood Improvement Day" for a gathering of all the people with the children at every schoolhouse in town or country for a discussion of the conditions and needs of the community, and for making plans and appointing committees for the execution of those plans, for improving the schools, highways, social life, economic, moral and health conditions of the community. Saturday was designated as "County Progress Day" for a general county gathering at the county seat to discuss the needs and possibilities of the county and to make plans and inaugurate movements for its progress and development.

Under the direction of a committee on Community Service Week, consisting of the following: Clarence Poe, Chairman; W. C. Crosby, Secretary; J. Y. Joyner, W. A. Graham, E. K. Graham, J. I. Foust, H. Q. Alexander, D. H. Hill, W. S. Rankin, T. B. Parker, and W. J. Shuford, cooperating with the following: The State Department of Education, The State Department of Agriculture and Dr. Louis R. Wilson, a carefully prepared bulletin, containing programs for each day, full, valuable, detailed suggestions for its successful observance and for plans and committees, county and community, for the permanent direction of the work, statistical information about each county, suggested sources of information, stories of successful community and county service work accomplished in various counties and communities in the State, etc., was prepared. Dr. Louis R. Wilson, Librarian of the State University, rendered invaluable assistance as editor of the bulletin. This bulletin was printed and distributed by the State Department of Public Instruction. With aid of an appropriation of \$500 by the State Department of Agriculture supplemented with a smaller appropriation by the State Farmers' Union, Mr. W. C. Crosby was engaged as secretary, devoting his entire time for about ninety days, in cooperation with the committee through the State Department of Education and the indispensable assistance of county superintendent and teachers of each county, to the organization and direction of this work in the various counties and to the distribution of the literature relating to it. Without his able assistance during these three months, it would have been impossible for the State Department of Education to have conducted this work successfully. In addition to the bulletin, blanks for rural surveys, covering educational, economic, social, moral and sanitary conditions and needs of each community and county, were distributed. Many of these surveys were made and formed the basis for discussions and plans for county and community improvement. The response to the appeal for the celebration of Community Service Week and for community service by the public press, by the county superintendents and the teachers, by county boards of education and school committeemen, by farm demonstration agents, by the county and local farmers' unions, by social service organizations of various sorts and by the people generally, was hearty, encouraging and, in many instances, enthusiastic. Notwithstanding the unfortunately inclement weather on each of the three days the reports received in this office indicate that the days were observed most successfully and profitably in a large number of counties and communities. A summary of these reports, giving fuller information about the results of these community service meetings, will be made and given to the public later. Even at this writing, however, enough is known from the reports already received to warrant the prediction that Community Service Week will be generally observed next year and will become one of the most effective, per-

manent agencies for intelligent, coöperative work for rural and urban community improvement in North Carolina.

Practical Instruction in Public Health and Hygiene.—With the valuable assistance and coöperation of the State Board of Health and its efficient and energetic secretary and assistant secretaries, much valuable work has been done in the public schools in increasing interest and giving instruction in public health and hygiene. Bulletins, dealing in a concise, simple, and practical way with the simple hygienic laws affecting the everyday life of the child and the people, have been prepared under the direction of the Secretary of the State Board of Health, and printed and distributed to teachers of the State by the State Department of Public Instruction. A list of these bulletins will be found under Educational Literature.

Directions have been given to the teachers, through the county superintendents, to make use of these bulletins for the systematic instruction of the children of their schools in public health and hygiene, and to give to the entire school at least three brief health talks a week, the information for which, progressively and logically arranged, has been furnished them in the Health Talks Bulletins. Another one of these bulletins, enlarging somewhat on the first ideas, is now in the course of preparation.

This health and hygiene work is a long step forward toward the improvement of sanitary conditions and public health in the rural districts. County superintendents and public school teachers have responded intelligently and enthusiastically to the call for it. Emphasis was laid upon this work in the county teachers' institutes and special attention is being given to it in the county teachers' associations.

By addresses and talks to the teachers and to the general public, the secretary and assistant secretary to the State Board of Health and the physicians of the State generally are aiding greatly in this campaign for the instruction of the children and the people of the State in public health and hygiene and in the cultivation of public sentiment therefor. It is impossible to calculate how much can be done, through simple instruction, line upon line, precept upon precept, for the rising generation in the public schools for the prevention and eradication of typhoid fever, tuberculosis, hookworm disease, scarlet fever, smallpox, diphtheria, and other preventable diseases that constitute the chief scourges of our population. The sentiment is rapidly growing and the demand rapidly increasing that such instruction shall be made an essential and organic part of our educational work.

Campaign for Education.—The campaign for education, by bulletins, through the press, and by public addresses, has been carried on without cessation. The State Superintendent has used all the time that he could spare from his work in the office for field work and educational campaign work. In this work he has also been assisted by the State Agents for Rural Schools and the State Inspector of Public High Schools and other members of his educational staff. Through the continuance of the generous aid of the Southern Education Board, in providing funds for the payment of their expenses, strong speakers, who generously contributed their services, have been sent to communities asking for the agitation of the question of local taxation and the consolidation of schools, and to communities in which elections on the question of local taxation for public schools were pending. Among these speakers have been representative teachers, editors, lawyers, preachers, business men, public officials, and others. It is regretted that this Educational Campaign Fund

will not hereafter be available, on account of the dissolution of the Southern Education Board after the death of Mr. Robert C. Ogden, its chairman and great benefactor.

In many counties, of course, enthusiastic and consecrated county superintendents have carried on almost continuously effective campaigns for public education and school improvement, by personal work, public addresses, circular letters, newspaper articles, etc. In this work many of them have been assisted by consecrated teachers and public spirited citizens of all classes and vocations. After all, the most effective part of this campaign is that carried on from year's end to year's end, without blare of trumpets, in the county, under the direction of an efficient county superintendent of common sense and consecration.

Woman's Association for the Betterment of Public Schoolhouses and Grounds.—Marked progress has been made. Many new county associations have been organized. Through the unselfish work of the patriotic women of the State, county and local associations, thousands of dollars have been raised for the improvement of schoolhouses and grounds, and much valuable voluntary service that can not be measured in dollars and cents has been rendered in making the schoolrooms and school grounds more beautiful and attractive, and in cultivating public sentiment and public interest for the betterment of the public schools. Many county superintendents, public school teachers, county boards of education, and school committeemen have given their hearty coöperation to the women in this work.

County Commencements.—Another significant and distinctive forward step in the educational progress of the period has been the increased number of county commencements held and the increased interest and improvement in these events. In 1914, successful county commencements were held in forty-one counties in which about seventy-five thousand school children participated in parades, contests, school exhibits, school fairs and other events and about twenty-five hundred children received certificates after examination for the completion of the work of the seven elementary grades.

These commencements have come to be, perhaps, the most effective educational rallies and the most popular public gatherings in the counties in which they have been held. They have proved one of the most effective agencies for the stimulation of county pride, school spirit, community emulation, for the cultivation of public sentiment for public education and for the encouragement of children to remain in the public schools for the completion of the elementary grades and to enter the rural high schools and the farm life schools. A bulletin on the county commencements, containing accounts of some of them, typical programs and valuable suggestions for their organization and successful conduction, has been issued from the State Department of Public Instruction, and a copy of the same can be obtained from any county superintendent.

Important Educational Legislation.—The General Assembly of 1913 passed much very far reaching and important educational legislation and did much towards establishing means of increasing the efficiency of the public school system of the State:

The State Equalizing Fund.—The State equalizing fund was created consisting of the revenue derived by setting aside annually five cents of the total annual State tax levy on each one hundred dollars valuation of property for appropriation to the public schools of this State to be used exclusively

for the payment of teachers' salaries, for lengthening the school term, and for bringing the school term in every public school district to an equal length and to a minimum of six months or as near thereto as the equalizing fund will provide. The one hundred and twenty-five thousand dollar appropriation and the one hundred thousand dollar appropriation were repealed by this act and in lieu thereof two hundred and fifty thousand dollars was appropriated to be distributed to the public schools on a per capita basis annually. In the appropriation of the State equalizing fund the law specifies that no account shall be taken of local tax funds in the distribution of the money. In order to participate in this fund a county must, first, provide with its own funds sufficient money to run its schools eighty days and is required, if necessary, to levy a special tax not exceeding fifteen cents on the hundred dollar valuation of property and forty-five cents on each poll. Counties having complied with this requirement or having levied the maximum amount, are then apportioned funds to pay the salaries of their teachers for as long a term as this fund will provide. After levying the maximum rate of tax to provide a four months' term counties that still do not have sufficient funds for providing the term required are entitled by the act to receive aid from this fund on the same basis as the counties providing the full four months' term.

Compulsory Attendance.—All children between the ages of eight and twelve years are required to attend school for a term of four continuous months each year. Provision is made by the act for the exemption of pupils attending approved private schools and for pupils prevented from attending school for providential reasons. Parents are required to send their children to school, and it is made a misdemeanor by the act for any parent or guardian to withhold a child from school subject to the provisions of the act. Attendance officers whose duties it is to enforce the law are appointed by the county board of education. Teachers are required to make weekly reports to the attendance officers of all absences and are required to coöperate in the enforcement of the law. The county board of education is given power to make such rules and regulations as they deem best to secure the attendance of the children to which the law applies.

Child Labor Law.—No child under twelve years of age can be employed to work in any factory or manufacturing establishment in the State except in an apprenticeship capacity and then only after having attended school for four months in the preceding twelve. No person under sixteen years of age can be employed in a mill, factory, or manufacturing establishment between the hours of 9 p. m. and 6 a. m. Violation of these provisions is made a misdemeanor, and the county superintendent is required to investigate.

County Farm Life School Law.—The Guilford County Farm Life School Law was amended so as to apply to any county of the State complying with the provisions thereof. Under this act any county may receive from the State an appropriation not to exceed \$2,500 for one or more of the rural high schools in the county when a like amount is provided by county apportionment, local taxation or otherwise, and the school or schools have complied with the other requirements specified, for instruction and extension work in sewing, cooking, household economics, agriculture and other farm-life subjects.

Women on School Boards.—The act specified that positions on rural and graded school boards, etc., shall not be deemed offices in this State, and women are therefore made eligible to serve in these places except where the person holding such position or place is elected by the people.

County Unit of Apportionment.—Section 4116 of the Revisal was so amended as to make the county, instead of the township, the unit of apportionment of school funds and also gives the county board of education the authority, after a six months' school term has been provided, to pay not exceeding one-half the salary of a whole-time health officer for the county.

Authority to Acquire School Sites. Section 4131 was amended so as to give the board of trustees and committee of chartered graded schools the same authority with respect to acquiring school sites under their direction that is vested in the county board of education.

Counties May Unite in Employing Superintendents.—Section 4135 was amended so as to allow any county having a school fund not exceeding \$15,000 to unite with an adjoining county in employing a county superintendent jointly for his full time.

Appointment of School Committeemen.—Section 4145 was amended so as to require the county boards of education to appoint school committeemen as follows: one for a term of three years; one for a term of two years; and one for a term of one year, and their successors each for a term of three years.

Election of Teachers.—Section 4161 was amended so as to require all applications for positions to teach in a county to be filed with the county superintendent of public instruction and that the county board of education shall fix a day in each township for the election of teachers, at which time the committeemen of the various districts shall meet with the superintendent and elect teachers for all the schools of the township. It also provides that no election of any teacher shall be deemed valid until approved by the county superintendent.

Loans for Dormitories.—Section 4153 was amended so as to allow a part of the loan fund to be used for the purpose of erecting dormitories for rural public high schools and farm life schools.

Justices of the Peace Must Report to County Boards.—Section 4108 was amended so as to require justices of the peace to report to the county board of education fines, forfeitures and penalties imposed in their courts.

City Treasurers Must Report.—Section 4158 was so amended as to require treasurers of city school funds to report to the State Superintendent.

Must Provide for Payment of Teachers' Salaries.—Section 4164 was amended so as to authorize and require county boards of education to provide for the payment of teachers' salaries promptly at the end of each month.

Members of County Board.—Section 4119 was amended so as to provide that members of the county board of education appointed by other members to fill unexpired terms shall serve only until the Legislature meets and acts.

Assistant Teachers.—Section 4153 was amended so as to provide that no assistant teacher shall be employed in any one-teacher school until the average daily attendance is forty and that such assistant may be dismissed if average daily attendance for four consecutive weeks is less than forty.

Public High Schools.—Section 1 of the public high school law was

amended so as to require every high school receiving State aid to maintain a term of at least seven months. Section 2 was amended so as to make the graded school committee the high school committee where the graded school received State aid for its high school.

Qualifications of County Superintendent.—Section 4135 of the Revisal was amended so that the two years' experience required of a county superintendent must come within the five years immediately preceding his election.

Educational Literature.—During the two years the following new educational literature has been prepared, published and sent out from the Superintendent's office:

- Program of North Carolina Day, 1913, 56 pages.
- Community Service Week in North Carolina, 86 pages.
- Plans for Public Schoolhouses, revised and enlarged, 76 pages.
- Hand Book for High School Teachers, 1914, 92 pages.
- Public School Law, 1913. 143 pages.
- Public School Law, 1914. 83 pages.
- Directory of School Officials, 1913. 45 pages.
- Directory of School Officials, 1914. 45 pages.
- Teachers' Reading Circle, 1913. 12 pages.
- Teachers' Reading Circle, 1914. 12 pages.
- Fifth Annual Report of Inspector of High Schools, 1912. 60 pages.
- Sixth Annual Report of Inspector of High Schools, 1913. 59 pages.
- Proceedings and Addresses of the North Carolina Teachers' Assembly, 1913. 257 pages.
- Proceedings and Addresses of the North Carolina Teachers' Assembly, 1914. 266 pages.
- Biennial Report of the Superintendent of Public Instruction, 1910-1912 469 pages.
- Daily Schedule of Work for Teachers' Institutes, 1914. 22 pages.
- How to Teach Reading and Civics, 1913. 111 pages.
- Song Collection for Teachers' Institute, 1913. 54 pages.
- Song Collection for Teachers' Institute, 1914. 57 pages.
- School Exhibits, 1913. 4 pages.
- Public School Register, 1913 and 1914. 48 pages.
- Record Book for Attendance Officer. 24 pages.
- Outline Course of Study for Elementary Public Schools, 1914. 154 pages.
- The County Commencement, 1914. 74 pages.
- Opening Exercises, 1914. 24 pages.
- Civic Days, 1913. 46 pages.

In addition to these a supply of the most valuable bulletins heretofore published and reported has been kept on hand and will continue to be kept on hand for distribution. Besides the foregoing, blanks covering every phase of school organization and work have been sent out. These have aided all school officials in keeping their records and making accurate reports of the work done. A new and improved system of accounting has been introduced throughout the State to aid in keeping record of school funds. A new system of statistical records of the county superintendents has been provided during this biennial period. The efforts along this line have aided greatly in the gradation of rural schools, which means a great saving of time to the children who attend these schools by enabling them to do more consistent and consecutive work.

RECOMMENDATIONS.

By the enactment of the law setting aside annually five cents of the State levy on every one hundred dollars of property as a "State Equalizing Fund" to lengthen the public school term, resulting the first year in an addition of 23.3 days, and by the passage of the compulsory attendance law, resulting the first year in an increase of about 12 per cent in public school attendance, the General Assembly of 1913 took a long and most commendable step in the direction of supplying two of the most pressing fundamental needs of the public schools, longer terms and better attendance. This progressive legislation in these directions, however, but emphasized the necessity of legislation by the General Assembly of 1915 for increased efficiency in teaching and supervision to guarantee better returns for increased expenditures and justify compulsory attendance.

Profoundly convinced that efficient teaching and efficient supervision are the most pressing needs of our public schools at this time, are strategic points in the success and future progress of the public school system, and are, therefore, the most important subjects for conservatively progressive legislation by this General Assembly, I have confined my recommendations mainly to these two subjects. What we need most to do now is to enforce, strengthen and develop what we have. This we can best do by strengthening and protecting the teachers and superintendents, the directors and the executives of this great business of education.

In the interest of increased efficiency in teaching and supervision, I beg, therefore, to make the following recommendations:

I. Uniform Examination, Gradation, and Certification of Teachers.

Increased expenditures for schools and longer school terms ought to mean increased salaries for teachers, increased efficiency of teachers, and a higher standard of qualifications for the profession of teaching. People have a right to expect and to demand better teachers and better teaching when they pay more money. The work of the teacher must be elevated to the plane of a profession and must be given the protection guaranteed to other professions and even to callings that are not professions before there can be much inducement to men and women of character and ability to adopt it as a life work and equip themselves professionally for it. The raising therefore of the standard of qualifications for a license to teach, and the establishment of a uniform and impartial standard is absolutely necessary for the protection of teachers, the protection of the public, and the establishment of any real profession of teaching.

Under the present method of examination, gradation and certification of teachers, no certificate, except a High School certificate and a five-year first grade State certificate issued by the State Board of Examiners under the High School Law, is valid in any county except the county in which it is issued, unless the county superintendent of any other county sees fit to approve and endorse it. No first grade certificate is valid for more than two years, and no second grade certificate for more than one. Each of the one hundred county

superintendents, can, if he chooses to exercise his authority, establish practically his own standard of examination, gradation and certification of teachers, and each succeeding county superintendent in each of the one hundred counties, can, at his discretion, change the standard. In justice to the teachers and for their encouragement and stimulation to better preparation, scholastic and professional, and to the permanent pursuit of the profession of teaching, some uniform and equitable plan should be devised as recommended herein for giving proper credits for academic and professional work done, and for successful experience and length of service, for relief from repeated examinations, and for life license.

I urgently recommend, therefore, the enactment of a law providing for uniform examination, gradation and certification of teachers, urban and rural, by a State board of examiners, composed of representative superintendents of schools, urban and rural, and of representative teachers of primary schools, grammar schools, high schools and colleges. After investigation of the methods of examining and certificating teachers in many other States, I beg to suggest the following outline of this plan

(a) That examination and gradation of all applicants shall be made by the State Board of Examiners to establish a uniform standard of academic qualifications, and that said board shall certify to the applicant and to the superintendent of schools the grade and class of certificate to which said applicant is entitled.

(b) That the County Superintendent shall issue a certificate of the kind designated to each successful applicant of his county, if, in his judgment, the personality of such applicant and his general qualifications other than scholarship fit him for the work of teaching. That in case of refusal of the County Superintendent to issue such certificate the applicant shall have the right to appeal from his action to the County Board of Education of said county for review and investigation of the causes of such refusal, and for the final determination of the matter.

(c) Certificates so issued shall be valid without further examination in any county of the State when approved by the Superintendent of Public Instruction of said county, but shall not be valid to teach in town or city schools until approved also by the superintendent of said schools, and upon the refusal of the city or town superintendent to approve said certificate the holder thereof shall have the right to appeal to the Board of School Trustees of said town or city for review, investigation and final determination of the matter.

(d) That superintendents in cities and towns of 5,000 or more inhabitants may conduct the examination of applicants for schools under their supervision, subject to such rules and regulations as the State Board of Examiners may prescribe, and may issue to successful applicants the required certificates under the provisions of this Act.

(e) That said Board of Examiners shall arrange and adopt a plan for the classification of certificates and for the promotion of teachers from one class to another, and for life license, that shall encourage and reward by a reasonable increase in salary, successful experience, professional training and advanced scholastic attainment, and that shall provide for proper credits for academic work in certain subjects in standard high schools, normal schools and colleges.

(f) That a graded system of fees by applicants for examination be ar-

ranged to meet the expenses of the State Board of Examiners, said fees to be paid into the State Treasury.

(g) The refusal of one county or city superintendent or county or city Board of Education to issue a certificate to any applicant certified by the State Board of Examiners shall not operate to prevent said applicant from applying for a certificate to any other county or city superintendent.

(h) That there shall be a fixed minimum professional and scholarship requirement in advance of present requirements for teachers of each class or grade after a fixed future date.

(i) That there shall be required the same minimum qualification in scholarship and experience for county and city superintendents after a fixed future date as may be required for a first grade elementary teacher's certificate.

II. County Supervision.

In every county the county superintendent is necessarily the business and professional head and director of the county school system. No big business can be permanently successful without a competent head devoting his entire time and ability to the organization and direction of the business in all of its departments. The education of thousands of children through scores of schools and teachers in each county is the biggest and most important business in that county. The business has been growing bigger and more important in every county every year. The expenditures for it by State, county, and district taxation have been rapidly increasing every year until in 1914 they were in the State five times what they were in 1902. The business has grown most rapidly and its success along all lines has been greatest in those counties that have employed competent whole-time superintendents at a living salary and have given these superintendents adequate assistance where needed.

Increased expenditures, increased attendance, increased teaching force, lengthened school terms, demonstrated successful results in counties that have tried it as set forth elsewhere in my biennial report, seem to me to make the conclusion irresistible that the time has come for the employment of a competent whole-time county superintendent at a living salary in every county, and, in the larger counties for the employment of such additional assistance, clerical and professional, at the expense of the county as efficient administration and supervision of the work may demand.

I, therefore, recommend for more efficient supervision:

(a) That the law be so amended as to require the county Board of Education of each county to employ for his entire time a competent superintendent, who shall be required to give his entire time to the direction of the educational work of the county and the visitation and supervision of the schools while in session and who shall be forbidden to engage in any other profession or regular business while superintendent.

(b) That county boards of education in the larger and wealthier counties be specifically authorized to employ such additional clerical and professional assistance for the county superintendent as may be deemed necessary for the greater efficiency of the work; provided, however, that each county shall provide the additional expense necessary for such assistance out of its special levy, or its regular county school funds, and that no part of the same shall come directly or indirectly from the State Equalizing Fund.

It is, of course, apparent that the additional expense necessary for the employment of a whole-time superintendent in counties employing only part-time

superintendents now, will be provided by the special levy for necessary expenses for a four-months term, or out of the "State Equalizing Fund" in counties in which such a levy is unnecessary. As the State, therefore, bears directly or indirectly this additional expense for whole-time county superintendents, as the school term in the county will not be shortened thereby, as the smaller and weaker counties, because of their lack of them heretofore, need them worse now, I can conceive of no valid objection to providing whole-time county superintendents for these counties as well as for larger and stronger counties, practically all of which now have them at State expense. Nor can I see any reasonable objection to authorizing specifically any county to provide at its own expense additional assistance for its superintendent, if it is able to do so and needs it.

III. Non-partisan County Boards of Education.

As stated in my recommendations two years ago, it is, in my opinion, wise and just that wherever well qualified men can be found in the minority party, representation should be given to both of the leading political parties upon County Boards of Education. Since the schools are maintained by the taxes of all the people, patronized by the children of all the people, irrespective of their political views, and need for their success the hearty support and interest of all the people, they should therefore be removed as far as possible from partisan politics, and directed by a board as non-partisan as is consistent with the constitutional requirement for a uniform system of education and with the responsibility of the majority political party of the State for the successful administration of that system in every county of the State. The method of selecting County Boards of Education should be made uniform. By special legislation six counties now elect their County Boards of Education. Section 2 of Article IX of the Constitution of North Carolina requires a uniform system of public schools."

IV. Improvement and Enlargement of Laws for the Protection of Childhood and Womanhood.

For the protection of childhood and womanhood, the foundation upon which our whole civilization rests, I urgently recommended improving and enlarging the present laws regulating the labor of children and women in the factories and the extension, and the extension of these laws to include all companies, corporations and individuals employing children and women. I recommend also the establishment of an efficient system of State inspection for the enforcement of such laws. I refrain from specific recommendations at this time awaiting the recommendations of the North Carolina Child Labor Committee, the Conference for Social Service, and other organizations that are making a special study of this subject, and I shall heartily coöperate with such organizations in recommending and securing the enactment and enforcement of any reasonable laws for the better protection of childhood and womanhood.

V. Endorsement of Other Recommendations.

I concur in the recommendations of Superintendent of the Colored Normal Schools for the small sorely needed increase in the annual appropriation for the maintenance and equipment of these schools; in the recommendations of

the State High School Inspector for the small increase in the annual appropriation absolutely necessary for their development and the increasing need incident to their rapid growth and in the recommendations of the State Agent and Supervisor of Negro Rural Schools for the establishment of training schools and the encouragement of industrial training in the negro schools. I beg to call your careful attention to these recommendations in their report printed elsewhere in this report.

VI. Normal Training Courses in the Public High Schools.

I concur heartily in the recommendation of the North Carolina Teachers' Assembly for the addition of Normal Training Courses of study in the first class public high schools as an effective means of placing within reach of the rank and file of the rural school teachers at small expense, some professional preparation for more efficient teaching. I hope that the General Assembly may be able to make a special appropriation for this work.

VII. Minor Amendments to the Public School Law.

I deem it unnecessary to recommend specifically here some minor amendments to the public school law which will be submitted to the General Assembly in an omnibus bill through the committees on education.

Resolutions of the North Carolina Teachers' Assembly and the State Farmers' Union.

I beg to submit below the recommendations and resolutions of the North Carolina Teachers' Assembly and the State Farmers' Union relating to education adopted unanimously at their annual meetings in 1914:

Resolutions of the North Carolina Teachers' Assembly.

The Committee on Resolutions beg to make the following report and offer the following resolutions for adoption by the North Carolina Teachers' Assembly:

First. That we heartily recommend the addition of normal training to the course of study offered in our public high schools, and request the Legislative Committee to urge the next Legislature to provide by law for this addition to the course of study in these high schools, as the most effective means for securing an adequate number of trained teachers for our elementary schools.

Second. That we very earnestly and heartily endorse the recommendation of the State Department of Education with reference to a system of uniform examination and certification of teachers of the public schools of the State and request the Legislative Committee of the North Carolina Teachers' Assembly to present this matter with our endorsement to the next General Assembly of North Carolina.

J. I. FOUST.
I. C. GRIFFIN.
J. H. HIGHSMITH.
MISS FRANCES WOMBLE.
MISS DAPHNE CARRAWAY.

Recommendations and Resolutions of the North Carolina Farmers Educational and Co-operative Union, Greenville, 1914.

The Committee on Education desires to offer the following report:

1. We congratulate the State Union and its faithful and powerful allies (the State Department of Education and our State institutions of learning) on the success achieved in changing the trend of sentiment in our system of public education from the purely academic to the practical.

2. In our opinion, the time has come in North Carolina when the people have a right to expect and to demand better teachers and better teaching as they annually put more and more money into the work, and since it is practically impossible to secure this without raising the standard of the profession, we recommend that the General Assembly of the State be asked to enact a law providing for the uniform examination, gradation, and certification of teachers.

3. We favor the amendment of our compulsory school attendance law so as to apply to the children from the ages of eight to fourteen years, inclusive.

4. In order to stimulate reading—and the right kind of reading—among the members of our local Unions, we recommend that our State Union give five hundred dollars annually for the purpose of helping local Unions throughout the State to establish and supplement libraries, confined largely to books on country-life problems; that from this fund five dollars be given to each local in the State which furnishes ten dollars for this purpose; that this sum be given each year to the first one hundred locals making application, and that our State President appoint a Library Committee of three members to select books and prescribe necessary regulations governing the same.

5. We deplore the fact that in a great many communities in the State the less intelligent farmers object to the teaching of agriculture and domestic science in the public schools, often criticising teachers of these subjects in the presence of their children, thus lessening the influence of the teacher, not only in the work of teaching these subjects, but also in the whole work of the school. We would urge, therefore, that the locals in such communities use their influence to have these fundamental subjects taught as required by the law which was enacted at the request of the farmers of the State.

6. We wish most heartily to commend the State Department of Education and also the State University, the A. & M. College, the Normal and Industrial College, the Cullowhee Normal and Industrial School, the East Carolina Teachers Training School, and the Appalachian Training School, for the splendid work they have done and are doing in the practical forms of education which are prime factors in community building.

Fraternally submitted,

W. C. CROSBY, Chairman.
T. C. HENDERSON, Sec'y.
J. E. TURLINGTON.
C. C. WRIGHT.
T. S. COBLE.
W. R. JULIAN.
E. L. FRANK.

WORK TO BE DONE AND HOW TO DO IT.

Notwithstanding the encouraging progress along all former lines and the encouraging beginning along new lines of educational work during the past two years, as revealed by the official reports, the work to be done and the ways and means of doing it have not been materially changed since my preceding report. As I discussed most of these subjects somewhat fully and to the best of my ability in that report, basing my discussion and suggestions on the most careful study of our educational conditions that I have been able to make, I have deemed it wise to bring forward, with some changes and additions, parts of my previous biennial report. This is the work to be done, as I see it; these are the ways and means of doing it, as I see them. I can do no better than to cry aloud and spare not until the General Assembly and the people hear and heed the suggestions or in their wisdom find and adopt some better ways of doing this needed work.

Thoroughness in Essentials.—The foundation of all education is, of course, a mastery of the rudiments of knowledge—the elementary branches of reading, writing, arithmetic, and spelling. A knowledge of these and the training and development which comes from the effort necessary for the acquisition of such knowledge are absolutely essential for every human being. It is folly to talk about higher education or special training along any line for any useful sphere of life or work until the children have secured at least this much instruction. According to the United States Census of 1910 12.3 per cent of the white population and 31 per cent of the colored population over ten years of age in North Carolina could not read and write. While I have no doubt that we have reduced this per cent of illiteracy during the past four years, it is still painfully true that there is yet a large number of illiterates among us and a larger number of children on the straight road to illiteracy.

A large majority of our country schools are still one-teacher schools. The average length of our white rural school term is still only 116 days. Our chief attention should, therefore, be given to doing thoroughly this foundation work and making adequate provision for it. If the foundation be not well laid first, the entire educational structure must fall to pieces.

The law now wisely forbids the teaching of any high school subjects in any school having only one teacher. It requires, however, the teaching of thirteen subjects in these one-teacher schools. It is absolutely impossible for one teacher, with as many children as are to be found in the average rural school in seven grades, to do thorough work in so many subjects. It seems to me that the number of required subjects should be reduced, that the teacher in every one-teacher school should be required to devote more time—in fact, most of the time—to teaching thoroughly these fundamental essentials in reading, writing, arithmetic and spelling. It is folly to attempt the impossible. In my opinion, at least the first four years of the elementary school with only one teacher should be devoted almost exclusively to these four subjects, sandwiching in just enough of geography, mainly in the form of nature study, talks on everyday hygiene, etc., to give a little variety to the course and to furnish some foundation for a little more extensive work in these and kindred subjects later.

There is more educational value, more acquisition of power and of correct intellectual habits in a thorough mastery of a few subjects than in a superficial knowledge, a mere smattering, of many. The one lays the foundation for real culture; the other lays the foundation for nothing better than veneering. I am satisfied that there is great need for a substantial reform along this line in the required course of study in our elementary schools. The sensible teachers in the one-teacher schools are not attempting to teach this multiplicity of required subjects, and those who are attempting to teach all of these are failing to teach any as they should be taught. The law ought not to require a vain and foolish thing.

Public High Schools.—Every child has the right to have the chance to develop to the fullest every faculty that God has endowed him with. It is to the highest interest of the State to place within the reach of every child this chance. By the evidence of the experience of all civilized lands of the past and the present, the study of the higher branches is necessary for the fullest development of these faculties. Unless provided in the public schools, instruction in these can not be placed within reach of nine-tenths of the children of North Carolina. If the great masses of our people are to be limited in their education to the elementary branches only, we can not hope for any material improvement in their intelligence and power and any material increase in their earning capacity. This State cannot expect to compete successfully with those States that have provided such instruction in their public schools for the highest and fullest development of all the powers of all their people.

"The old idea that instruction in the public schools must be confined to the rudimentary branches only, or the three R's, as they were called, was born of the old false notion that the public schools were a public charity. This notion put a badge of poverty upon the public school system that was for many years the chief obstacle to the progress and development of public education in North Carolina. The notion still lingers in the minds of the few that at heart do not believe in the power and rights of the many. It has no place in a real democracy. It must give place to that truer idea, accepted now in all progressive States and lands, that public education is the highest governmental function—in fact the chief concern of a good government. This was the conception of our wise old forefathers when they declared in their Constitution that 'Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged,' and when they wrote into their Bill of Rights, 'The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right.'

"No man in this age will dare maintain that instruction in the mere rudiments of learning can be called an education or that the people have been given the right to an education when instruction in these branches only has been placed within their reach. Under this broader democratic conception of public education and its function the obligation of the Government to the poorest is as binding as its obligation to the richest. The right of the poorest to the opportunity of the fullest development is as inalienable as the right of the richest. Good government and the happiness of mankind are as dependent upon the development of the fullest powers of the poorest as upon the development of the fullest powers of the richest. Where the Creator has hidden the greatest powers no man can know till all have been given the fullest

opportunity to develop all that is in them. Every taxpayer, rich or poor, has an equal right to have an equal chance for the fullest development of his children in a public school with the fullest course of instruction that the State in the discharge of its governmental function is able to provide.

"Public high schools constitute a part of every modern, progressive system of public education. If our system of public schools is to take rank with the modern, progressive systems of other States and other lands, to meet the modern demands for education and supply to rich and poor alike equal educational opportunity, instruction in these higher branches, whereby preparation for college or for life may be placed within the easy reach of all, must find a fixed and definite plan in the system."

Under the act of the General Assembly appropriating \$75,000 from the State Treasury to aid in the establishment of public high schools, 212 public high schools in 96 counties of the State have been established, and applications for the establishment of many others have had to be refused each year on account of the insufficiency of the appropriation. A report of these schools by Prof. N. W. Walker, State Inspector of Public High Schools, is published elsewhere in this report. I commend it to your careful attention.

Under the law and the rules adopted by the State Board of Education, not more than four of these schools can be established in any one county. No public high school can be established except in connection with a public school having at least two other teachers in the elementary and intermediate grades, and the entire time of at least one teacher must be devoted to the high school grades. No public high school can be established in a town of more than twelve hundred inhabitants.

Each district in which a public high school is established is required to duplicate by special taxation or subscription the amount apportioned to the school from the State appropriation; each county is required to apportion to each public high school out of the county fund an amount equal to that apportioned to it out of the State appropriation. The minimum sum that can be apportioned annually from the State appropriation for the establishment and maintenance of any public high school is \$250 and the maximum sum \$500. The total sum annually available for any public high school established under this act ranges, therefore, from \$750 to \$1,500. The high school funds can be used only for the payment of salaries of the high school teachers and the necessary incidental expenses of the high school grades.

No teacher can be employed to teach or can draw salary for teaching any subjects in any public high school who does not hold a high school teacher's certificate covering at least all subjects taught by said teacher in said public high school, issued by the State Board of Examiners, of which the State Superintendent is *ex officio* chairman. The course of study is prescribed by the State Superintendent of Public Instruction.

As indicative of the need and demand for these schools, I beg to call your attention to the fact that there have been applications for many more such schools than could be established with the appropriation, and that the number of such applications would have been greatly increased had it not been understood that the appropriation was already exhausted. As a further striking indication of the need for them, of the desire among the masses of the country people for higher instruction, and of their willingness and determination to avail themselves of the opportunities placed within their reach for such instruction, I beg to call your attention to these significant facts, taken from

the official reports of these schools, all of which are in country districts or small towns of less than twelve hundred people: 8,316 country boys and girls were enrolled in the high school grades of these schools during the seventh year, and of these 6,307 were in average daily attendance.

Do not the large enrollment and the remarkable average daily attendance of more than 73 per cent of the enrollment in these high schools indicate almost a pathetic eagerness of the country boys and girls for high school instruction, and a commendable willingness on the part of their parents to make the sacrifices necessary to give their children a chance to avail themselves of the opportunities to get it? Is it not more than probable that perhaps nine-tenths of all these boys and girls enrolled in all the grades of these high schools would never have had an opportunity for any higher instruction or better preparation through higher instruction for service and citizenship had not these public high schools been established within their reach and means?

The State and county can not afford to ignore this demand and need. An adequate system of public high schools will be found to be a part of every modern system of public education in all progressive cities and States in the country and in the most progressive and prosperous countries of the world. It is a need and demand of the age. By no other means than by the public high school can high school instruction be placed within the reach of the children of the many. By no other means than by the rural public high school can it be placed within the reach of the great majority of the country boys and girls.

The private high school cannot meet this demand, because the tuition and other necessary charges for its maintenance place it beyond the means of the majority of the country boys and girls, and because the number of country parents who are able to bear these necessary expenses of instruction in private high schools for their children is far too small to maintain enough of these private high schools to be within reasonable reach of more than a very small minority of the country boys and girls. No one church is able to support enough of these high schools to place high school instruction within reasonable reach or within the financial ability of more than a mere handful of boys and girls in the rural districts.

The church high school could hardly hope for the patronage of more than the children of the families accepting its tenets or inclined to its doctrines. For a complete system of high schools, therefore, that would reach all the children, it would seem to be necessary for each denomination to maintain a system of high schools in every county and to have as many systems of high schools in each county as there are denominations in that county. The impracticability and expensiveness of meeting adequately the demand for high school instruction among the masses of the people, especially in the rural districts, by private high schools or by church high schools must be apparent, therefore, to any thoughtful student of rural conditions.

The task of placing high school instruction within reasonable reach of all the children of all the people, irrespective of creed or condition, is too great and too complicated, it seems to me, ever to be successfully performed by church, private enterprise or philanthropy. If performed at all, it seems to me, it must be by all the people supporting by uniform taxation a system of public high schools of sufficient number to be within the reasonable reach of all the children of every county and community, with doors wide open

to the children of the poor and the children of the rich, irrespective of creed or condition, affording equality of educational opportunity to all the children of a republic, of which equality of opportunity is a basic principle.

The church high school and the private high school will still find a place and an important work in our educational system, but they can never take the place or do the work of the public high school for the masses of the people. There will always be those among us who will prefer the church or private high school, and who will be able to indulge this preference, but the main dependence of the many for higher education must still be the public high school, supported by the taxes of all the people, belonging to all the people, within reach of all the people. God speed the work of the church and the private high school in this common battle against ignorance and illiteracy. There is work enough for all to do; but surely in a republic like ours, one of the cardinal principles of which is and must ever be the greatest good to the greatest number, friends of the church high school and of the private high school will never undertake to say that all the people must get out of the way of a few of the people, and that the many public high schools, supported by all the people for the benefit of all the children, must get out of the way for a few private and church high schools that can at best hope to reach but a few of the children of the people.

Future Development of Public High Schools.—There are now from one to four public high schools in each of the 96 counties of the State. There are, therefore, four counties in which no public high schools have yet been established. For the proper maintenance and development of these high schools more money will, of course, be required.

It is our hope to be able to select the best high school in each county, taking into consideration the location, the accessibility, the environment, etc., and develop this into a real first-class county high school, doing thorough high school work for four full years and some vocational work in agriculture, sewing and cooking and other rural life subjects. Around this school should be built a dormitory and a teachers' home. The dormitory, properly conducted, would afford an opportunity for the boys and girls from all parts of the county to board at actual cost. Many of these could return to their homes Friday evening, coming back Monday morning. Many of them who do not have the money to spare to pay their board would probably be able to bring such provisions as are raised on the farm and have them credited on their board at the market price. A small room rent could be charged each student. The principal's home would make it possible to secure a better principal and keep him probably for years, thereby giving more permanency to the school and more continuity to the work, making a citizen of the teacher and enabling him and his family to become potent factors in the permanent life of the community, contributing no small part to uplifting it, morally and intellectually, by their influence.

It is my hope to be able to secure the development of a number of these central county high schools in the most favorable counties, equipped with dormitories and teachers' homes, and demonstrate the practicability, success and the value of them. Having done this, it will be easy to secure their establishment and development in other counties. We should gradually develop in every county of the State at least one first-class county high school with dormitory and teacher's home. Then the other high schools in different sections of the county should be correlated with this central school, and the

course of study in these should be limited probably to not more than two years of high school work, requiring all students desiring to pursue the last two years of the four-years course to attend the central county high school, which will be fully equipped in all respects for thorough high school work.

The central county high schools, as they grow and develop, should become also the *nuclei* for successful industrial and agricultural training. Parallel courses of study for the last two years might be arranged, one course offering thorough preparation for college of the small number of students desiring such preparation and the other offering practical industrial and agricultural training for the large number whose education will end with the high school. The dormitory would afford a splendid equipment for practice work for the girls in cooking, domestic science, household economics, etc.; while the boys, during the last two years, could have training in agricultural subjects that will fit them for more intelligent and profitable farming. The practical side of this work could be supplied by acquiring by purchase or lease a small farm in connection with the high school.

All this development must, of course, be a gradual and and perhaps a somewhat slow growth. It is best that it should be. We must be content with the day of small things. We can not far outrun the desire, demand, and ability of the people. Our schools must have their roots in the life and needs of the people and grow out of these. They must not be lifted at once so high above these that their roots can not touch them and that the people will be unable to reach up to them. They must connect with the life and conditions as they now are, and grow upward slowly, changing these gradually and lifting them upward with them as they grow

The best colleges of the State are raising their entrance requirements with a gradual elevation of their courses of study to standard colleges, thereby emphasizing the necessity for the development of more high schools prepared to give a full four years course of high school instruction, in order to prepare students at home for entering these higher institutions.

The demand for vocational work in agriculture, sewing, cooking, household economics and other rural life subjects for preparation of country boys and girls at home for country life is increasing, and becoming more insistent every year, thereby also emphasizing the necessity for the establishment and maintenance of more rural high schools with a full four years course of study including instruction in these rural life subjects. If these demands are to be met, there must be an increase in the State, county, and district appropriations for the establishment and maintenance of more of these central rural high schools, prepared in faculty and material equipment, to give a full four years course of study for preparation for college and for vocational preparation for country life.

Industrial and Agricultural Education.—"Every complete educational system must make provision also for that training in the school which will give fitness for the more skillful performance of the multitudinous tasks of the practical work of the world, the pursuit of which is the inevitable lot of the many, for that training which will connect the life and instruction of the school more closely with the life that they must lead, which will better prepare them for usefulness and happiness in the varied spheres in which they must move. All these spheres are necessary to the well being of a complex life

like ours. The Creator, who has ordained all spheres of useful action, has not endowed all with the same faculties or fitted all for the same sphere of action.

*"We are all but parts of one stupendous whole,
Whose body Nature is, and God the soul!"*

"Every wise system of education, therefore, must, beyond a certain point of educational development, recognize natural differences of endowment and follow to some extent the lines of natural adaption and tastes, thus coöperating with Nature and God. The education that turns a life into unnatural channels and into the pursuit of the unattainable fills that life with discontent and dooms it to inevitable failure and tragedy. In recognition of these established laws of Nature and life, manual training and industrial education are beginning to find a fixed and permanent place in systems of modern education. They have already been given a place in some of the higher institutions of our public school system—in the A. and M. College for the white race at Raleigh, in the State Normal and Industrial College for women at Greensboro, in the A. and M. College for the colored race at Greensboro, and in our county farm life schools. Under the new supervision industrial training is emphasized in the State Colored Normal Schools at Winston, Fayetteville, and Elizabeth City. Some of the city graded schools, notably those of Durham, Asheville, Wilmington, Winston, Greensboro, Charlotte, and Raleigh, have introduced manual training and industrial education.

"This sort of education, however, must come as a growth, a development of a general school system that provides first for the intellectual mastery of those branches that are recognized as essential for intelligent citizenship and workmanship everywhere. It must be remembered that the first essential difference between skilled labor and unskilled labor is a difference of intelligence as well as of special training; that a skilled farmer must be first of all a thinking man on the farm; a skilled mechanic, a thinking man in the shop; that a skilled hand is but a hand with brains put into it and finding expression through it; that without brains put into it a man's hand is no more than a monkey's paw; that without brains applied to it a man's labor is on the same dead level with the labor of the dull horse and the plodding ox; that a man with a trained hand and nothing more is a mere machine, a mere hand. The end of education is first to make a man, not a machine.

"It will be well to remember, also, that industrial education is the most expensive sort of education, on account of the equipment necessary for it and the character of the teachers required for it. Teachers prepared for successful instruction in this sort of education must, of course, be in some sense specialists in their line, and always command good salaries. For the majority of the public schools of the State, therefore, with one-room schoolhouses without special equipment and with one teacher without special training, with the present meager salary, and barely money enough for a five months term and for instruction in the common school branches, with more daily recitations already than can be successfully conducted, industrial education and technical training are at present impracticable.

"A study of the history of this sort of education will show that it has come as a later development, after ample provision had been made for thorough instruction in the lower and in the higher branches of study, in those schools that were provided with school funds sufficient for instruction in the ordinary school studies, for the expensive equipment and for the teachers trained

especially for industrial and technical education. In fact, I think it will be found that such education has been provided first in towns and cities and great centers of wealth and population or in institutions generously supported by large State appropriations or by large endowments. To undertake such education in the ordinary rural schools of the State in their present condition, with their present equipment and with the meagre funds available for them, would result in burlesque and failure, and would, in my opinion, set back for a generation or two this important work."

We can and should, however, continue to give in all our public schools, elementary instruction in agriculture, and to encourage nature study in these schools. An admirable little text-book on agriculture has been adopted for use in the public schools, and in the course of study sent out nature study has been provided for every grade.

In a number of counties, with the aid of the county superintendents and their assistants in rural school supervision, many public schools with three or more teachers have been organized by consolidation and enlargement of small districts. In these schools without interference with thorough instruction in the required elementary school subjects, some efficient instruction is being successfully undertaken in sewing, cooking, gardening, agriculture, and other subjects adapted to country life. We must reduce to a necessary minimum, as rapidly as possible, the one-teacher schools, and multiply as rapidly as possible the number of schools with three or more teachers. If we expect to place more thorough instruction in the prescribed elementary branches and any sort of efficient industrial and agricultural education within close reach of the majority of the country children. I beg to call special attention to the fuller reports of the work of the elementary rural schools of this type and to the encouraging results thereof, contained in the reports of the State Agents in Rural Supervision published elsewhere in this report.

I beg to call attention, also, to the discussion of these subjects contained in the address of the State Superintendent to the State Association of County Superintendents published elsewhere in this report.

The longest and most successful step in the direction of efficient industrial and agricultural education for preparation of country boys and girls for country life yet taken, is the establishment of the county farm-life schools, a fuller discussion of which will be found in the first part of this report.

Illiteracy and Nonattendance and How to Overcome Them—Compulsory Attendance.—With 131,992 native white illiterates over ten years of age, or 12.3 per cent, according to the United States Census of 1910; with only 79 per cent of the white children between the ages of six and twenty-one enrolled in the public schools and only 55 per cent of them in regular daily attendance; with about 115,000 white children between these ages unenrolled in the public schools; with North Carolina still standing in the United States Census of 1910 near the last in the column of white illiteracy, the urgent need of finding and enforcing some means of changing as rapidly as possible these appalling conditions must be apparent to every thoughtful, patriotic son of the State. Two means suggest themselves: (1) Attraction and persuasion. (2) Compulsory attendance.

Attraction and Persuasion.—"Much has been done, much more can be done, to increase attendance through the attractive power of better houses and grounds, better teachers, and longer terms. An attractive schoolhouse and a good teacher in every district, making a school commanding by its work

public confidence, respect and pride, would do much to overcome nonattendance. The attractive power of improved schools and equipment to increase attendance is clearly demonstrated by the statistics of this Report, which show with few exceptions, the largest per cent of attendance in consolidated districts, rural special tax districts and entire counties that have the largest school fund, the longest school terms, and the best schools.

"The general rule seems to be, then, that attendance is in direct proportion to the efficiency of the schools and the school system. I have already called your attention to the fact that with the improvement in the public school-house and schools, and the increased educational interest during the past few years, has come also an increase in the per cent of enrollment and attendance in the public schools.

"Much can also be done to increase the attendance upon the public schools by earnest teachers, who will go into the homes of indifferent or selfish parents whose children are not in school, and by persuasive argument and tact and appeals to parental pride induce many of these parents to send their children; who will seek out children in homes of poverty, and remove, through quiet, blessed charity, the causes of their detention from school. From the census and from the report of the preceding teacher recorded in the school register each teacher can ascertain at the beginning of the session the names of all illiterates and non-attendants of school age in the district and reported cause of non-attendance. Under the rules recommended by the State Superintendent and adopted by many county boards of education the teacher is required to spend two days immediately preceding the opening of the school in visiting the parents and making special efforts to get these children to attend school. I have no doubt that many of these can be and will be reached by these efforts. Much can be done, also, by active, efficient school committeemen and other school officers who will take an interest in the school and aid the teachers in finding and bringing in the children.

"The compelling power of public opinion will do much to bring children into the school. Logically, as public sentiment for education increases, public sentiment against nonattendance will increase. Public opinion might, in many communities, be brought to the point of rendering it almost disgraceful for parents to keep children at home without excellent excuse during the session of the schools. Self-respecting parents would be loath to defy such a public opinion and run the risk of forfeiting the esteem of the best people of the community.

"It is the tragic truth, however, that there are some parents so blinded by ignorance to the value and importance of education, and others so lazy, thriftless or selfish that they can not be reached by the power of attraction and persuasion, or the mild compulsion of public opinion." It is the sad truth that those, whose children most need the benefits offered by the public schools are hardly to be reached by any other means but compulsion.

Compulsory Attendance.—The tendency of illiteracy is to perpetuate itself. The majority of illiterate children are the children of illiterates and perhaps the descendants of illiterates. It is natural that ignorance and illiteracy, being incapable of understanding or appreciating the value and the necessity of education, should be indifferent and apathetic toward it—just as natural as it is for the children of darkness to love darkness rather than light. The intervention of the strong arm of the law is the only effective means of saving the children of illiterates from the curse of illiteracy. The intervention of

the strong arm of the law is, in my opinion, the only hope of saving, also, the children of literate, and sometimes intelligent, parents from the carelessness, indifference, incompetency, laziness, thriftlessness or selfishness of such parents.

No child is responsible for coming into the world, nor for his environment when he comes. Every child has a right to have a chance to develop the power to make the most possible of himself in spite of his environment during the helpless and irresponsible period of childhood. No man, not even a parent, has any right to deprive any child of this inalienable right. This right is vouchsafed as a constitutional right to every child in North Carolina by the following clauses of our State Constitution:

"The people have the right to the privilege of education, and it is the duty of the State to guard and maintain that right." Article I, section 27.

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Article IX, section 1.

"Every person presenting himself for registration (to vote) shall be able to read and write any section of the Constitution in English language" (which went into effect December 1, 1908). Article VI, section 4.

The right of the State to intervene and protect the child is his right and to protect itself, society, and humanity against the ignorance of the child is recognized and clearly set forth in the following clause in the State Constitution "The General Assembly is hereby empowered to enact that every child of sufficient mental and physical ability shall attend the public schools during the period between the ages of six and eighteen years for a term of not less than sixteen months, unless educated by other means." Article IX, section 15.

Not only has the child a natural and constitutional right to have the chance to develop through education the powers that God has given him, and thereby make the most of himself, and, therefore, to have the law intervene, if necessary, to secure this right to him, but the taxpayer, also, has a right to demand the intervention of the Government that compels him to pay his taxes for the support of the schools, to secure to him the protection that he pays for against the ignorance of the child. The Government has the right to intervene, if necessary, to protect itself, society, liberty, and property against the dangers to all to be found in ignorance, according to the experience of mankind and the evidence of all human history. If it has the right to tax its citizens for protection, it has the right to adopt the necessary means to insure, as far as possible, that protection. If the State or the community has the right to correct and punish crime and vice, so often resulting from ignorance and illiteracy, it ought to have the right to take the necessary steps to remove the cause. Prevention is cheaper and better always than correction and punishment.

Compulsory attendance laws are the only means found effective by other States and other countries of the world for overcoming illiteracy or largely reducing it. Practically all important foreign countries, except the ignorant countries of Russia, Spain, and Turkey, have found it necessary to adopt compulsory attendance laws in order to overcome illiteracy, and have found them effective in overcoming it. Forty-three of the forty-eight States of the American Union have been compelled to resort to the same means of overcoming it, and are finding the means effective. Illiteracy is least in the States and countries that have compulsory attendance laws, and greatest in those that have



KENLY HIGH SCHOOL, JOHNSTON COUNTY.

Erected in 1914 at a cost of \$17,000.



CARY HIGH SCHOOL, WAKE COUNTY.

In connection with this school is a Farm-Life Department. Erected in 1914 at a cost of \$32,500. The total school plant, including dormitories, farm, and apparatus is worth \$40,000.

not. No State or country in modern times, so far as I have been able to ascertain, has ever repealed a compulsory attendance law after it was once enacted. If such laws have been found beneficial and effective in all these great States and countries, will they prove otherwise for North Carolina? One of the most striking illustrations of the effectiveness of compulsory attendance laws in reducing illiteracy is that of France. In 1882 a compulsory education act went into effect. At that time 31 per cent of the French people were illiterate; in 1900, the illiteracy had been reduced to 6 per cent, only one-fifth of what it was eighteen years before.

As bearing upon the question of effectiveness of compulsory attendance laws in reducing or overcoming illiteracy, the following tables of comparative illiteracy in typical Southern States that have no compulsory attendance laws and typical New England and Western States that have such laws will be interesting and suggestive:

TABLE A. NATIVE WHITE ILLITERATES OVER TEN YEARS OF AGE.

		<i>Per Cent.</i>
Virginia	81,105	8.2
North Carolina	131,992	12.3
South Carolina	50,112	10.5
Georgia	79,875	8.0
Mississippi	28,344	5.3
Rhode Island	944	0.7
Connecticut	1,707	0.5
Michigan	9,561	1.0

TABLE B. NATIVE WHITE ILLITERATES OF VOTING AGE.

		<i>Per Cent.</i>
Virginia	33,488	9.9
North Carolina	49,619	14.1
South Carolina	17,535	11.0
Georgia	29,936	8.9
Mississippi	11,129	6.1
Rhode Island	466	1.0
Connecticut	893	0.7
Michigan	5,254	1.6

The tide of emigration has evidently flowed from illiterate to literate; from ignorance to intelligence; from darkness to light.

To sum up, in view of the fact that only 77 per cent of the total school population of the State, 79 per cent of the white and 67.8 per cent of the colored, is ever enrolled in the public schools, and only about 55 per cent of the white school population and about 47 per cent of the colored is in daily attendance; in view of the large number of illiterates, white and colored, and of the large number of children of school age on the straight road to illiteracy in North Carolina, can any honest citizen doubt the need of the intervention of the strong arm of the law through compulsory attendance to overcome such conditions? In view of the constitutional provisions guaranteeing to every child the privilege of education and imposing upon the State the duty to provide it and encourage the means for it, and of the constitutional amendment recently adopted prescribing an educational qualification for suffrage and citi-

zenship; in view of the divine right of every child to make the most possible of himself in spite of any sort of environment in childhood, for which he can in no sense be held responsible, can any citizen fail to recognize the constitutional and the natural right of every child to have guaranteed to him the opportunity to get an education and the duty of the law to intervene to prevent any man from depriving any child of his natural and constitutional right? In view of the fundamental fact established by the experience of mankind that in universal education is to be found the best protection to life, liberty, and property, and that, therefore, it is right and wise for the Government to tax every citizen to provide the means of universal education, and thereby secure protection to himself and to every other citizen; in view of the further fact that every citizen taxed for this purpose has the right to demand from the Government compelling him to pay the tax the protection that he has paid for against the ignorance of every child, can any reasonable man doubt the right and the duty of the State and the community to compel the child to use the means of protection provided, and to intervene to prevent the parent from preventing the child from using them? In view of the further fact that compulsory attendance laws are the only means found effective in all other States and in all foreign countries for reducing and overcoming illiteracy, is not any reasonable man forced to the conclusion that North Carolina will be compelled to resort to the same means in order to bring all of her children into the schools provided for them and thus reduce illiteracy and secure to every child his right, to the Government its safety, and to the taxpayer the protection that he pays for?

I have brought forward from my previous biennial reports, this argument for compulsory attendance in North Carolina, for the information, convenience, and assistance of those who believe in it, and are seeking to enforce it and to convert others to it, and for the enlightenment and possible conversion of honest opponents and skeptics on the subject. The General Assembly of 1913 wisely enacted a State-wide compulsory attendance law for North Carolina, an explanation and discussion of which will be found in the first part of this report.

During the first year of the operation of this compulsory attendance law, the attendance upon the public schools of the State was increased 11.6 per cent. This increase in attendance was, of course, mainly attributable to the compulsory attendance law. The reports show that in a number of counties where the law was properly enforced, from 90 to 98 per cent of all the children between the ages of eight and twelve—the compulsory period prescribed by the law—were enrolled in the public schools. When it is remembered that the public school age in this State is from six to twenty-one years, that the compulsory attendance period is from eight to twelve, and that the increase in attendance was necessarily mainly from the children of the compulsory attendance age, and that this increase was sufficient to increase the attendance of children of all ages upon the public schools of the State 11.6 per cent, it will be apparent that a very large per cent of the children between the ages of eight and twelve must have attended the public schools.

The results of the operation of the compulsory attendance law for the first year have been very encouraging. The task before us, now, however, for the elimination of non-adult illiteracy in the present and the prevention of illiteracy in the future, is to raise gradually the age limits of the compulsory period, to increase the annual length of the period until it shall at

least cover the entire school term of the public school district, and to strengthen the machinery for its enforcement. All of these things we hope to accomplish as rapidly as public sentiment and available funds will justify. In the meantime, we must continue persistently to work for their accomplishment and for providing the means through which they shall be accomplished.

Adult Illiteracy and Its Elimination.—The census of 1910 shows that, with the exception of Louisiana and New Mexico, North Carolina has the largest percentage of native born white illiterates in the United States, ranking forty-sixth in this particular. By reaching this generation of children as they pass through the public schools, our compulsory attendance laws, properly amended from time to time and properly enforced, ought to eliminate illiteracy in the next generation of adults. In the meantime, this vast army of adult illiterates already beyond the reach of the schools and all compulsory attendance laws, must be reached, if reached at all, during this generation, by means outside of the public schools. The honor of the State and our manifest duty to these adult illiterates—our fellow-citizens—demand that we shall find and put into successful execution at once, some effective means for reaching them immediately, for reducing rapidly, and finally eliminating adult illiteracy in North Carolina.

By strong resolutions, the State Association of County Superintendents, the North Carolina Teachers' Assembly, the Junior Order of United American Mechanics, and the North Carolina Educational and Coöperative Union have pledged themselves to coöperate actively in the movement for the elimination of adult illiteracy. I have no doubt of the hearty coöperation of the churches, the women's clubs, and all social service organizations of all sorts, in this movement. It is my purpose to call, also, upon the college students of North Carolina to volunteer their services during the vacation in coöperation with the teachers, under the direction of the county superintendent and educational forces of the respective counties of the State, to teach these adult illiterates in moonlight schools to read and write. By a properly organized and wisely directed movement for this purpose in every community in North Carolina having any considerable number of adult illiterates, we ought to be able to eliminate adult illiteracy within the next few years.

I give below an address on this subject delivered by the State Superintendent of Public Instruction to the State Conference for Social Service in 1914.

A Campaign Against Adult Illiteracy.

"I stood one day looking into the face, the dull blank face of one of the adult illiterates of North Carolina, one of those retarded souls—saddest sight on earth to me, a face like that through which the light God kindled at birth in the human soul, can no longer shine because all dimmed and dulled and put out by that strange human blight, ignorance. I said to him, 'My friend, how happens it that in a land of boundless opportunity and Christian civilization like this, you have grown to manhood without a knowledge even of the rudiments of learning, without the ability even to read or write?' To my dying day I shall never forget the look in his face, the tone in his voice, as he answered: 'I don't know, sir, seems like I hain't never had no chance.' It is too late even now to give him some sort of a chance?"

Our Problem of Illiteracy.

The following is North Carolina's problem of illiteracy so far as the facts can be ascertained from the United States census of 1910:

The total number of illiterates twenty-one years of age and over, 232,226. Total illiterates of all ages, 291,497—18.5 per cent., native white illiterates of all ages, 132,189—12.3 per cent. (The separate figures for white and negro adult illiteracy are not obtainable from the census.) Total number of native white male illiterates of voting age 49,710—140 out of every thousand—fourteen per cent of the white male population, the largest percentage of native born adult white male illiteracy in the United States. (It has been impossible to ascertain the figures for the adult female population, but it is safe to assume that there are as many illiterate white women as men.) Percentage of illiteracy or total native white population ten years of age and over—12.3 per cent, as against 3.7 per cent for the United States, and 7.7 per cent for the South, and as against 19.5 per cent for North Carolina in 1900.

It is encouraging to note that this is the largest decrease in native white illiteracy in the entire United States during the decade; but it is discouraging to note that, excepting Louisiana and New Mexico, North Carolina still has the most illiterate native white population ten years of age and over in the United States. It is also encouraging and significant to note from the census of 1910 that for persons from 6 to 20 years of age, inclusive, whose illiteracy depends upon present school facilities and school attendance, the decrease in the percentage of illiteracy during the decade has been much greater than for adults 21 years of age and over. In fact, nearly twice as great. With proper enforcement of the law for compulsory attendance of all children between the ages of eight and twelve in this State for the next decade, the decrease in the percentage of illiteracy between the ages of 6 and 21 years will continue to grow greater until illiteracy between these ages is practically eliminated. It is discouraging to remember, however, that the large crop of adult illiterates that already constitute by far the largest percentage of the illiterates of this State, are beyond the reach of the schools and the compulsory attendance law and must continue until they die to count as illiterates and render almost impossible the elimination of illiteracy or the reduction of the percentage of it in North Carolina as rapidly as the reputation of the State and its standing abroad demand, unless some other means than the regular schools can be found for reaching and teaching them.

This crop of adult illiterates is an inheritance from former generations, from slavery, from the civil war, from the poverty and the destruction of our school system and other institutions, following it. It must inevitably handicap the progress of the State, discourage immigration of the desirable sort to the State and invite the sneers of the scorner and the defamation of the witling to the shame and injury of the State for the next two or three generations, unless we find and put into immediate operation some effective means of reducing, and, if possible, eliminating adult illiteracy during this generation. It is our duty to the State and to these illiterates who are bone of our bone and flesh of our flesh, and who are not responsible for their illiteracy, to seek and find a way to reach and teach them without further delay.

The Remedy.

How shall it be done? Let Mrs. Cora Wilson Stewart, County Superintendent of Rowan County, Kentucky, tell briefly how it has been done in one of the most illiterate mountain counties of Kentucky and how twenty-five other counties of that State following the inspiring example of that county are successfully eliminating adult white illiteracy. In a letter to me under date of February 6, 1914, Mrs. Stewart writes:

"The first effort made to reduce Kentucky's adult illiteracy was begun here in Rowan County three years ago under my supervision. We planned rural night schools for our adults, known since as "Moonlight Schools," because they were conducted on moonlight nights. We expected to enroll a straggling few, but found how eagerly adults welcome an opportunity when 1,200 people came the first evening. We taught persons from 18 to 86 years of age that year, having a two weeks session, then a recess and then another two weeks session. The next year we had a six weeks session, enrolled 1,600 and our oldest student was 87. In those two years we taught more than 6,000 people to read and write. During the autumn of 1913, we made an effort to completely wipe out our illiteracy. We enrolled 2,500 persons, taught all illiterates in the county but twenty-three, nineteen of those being "impossibles." In the meantime, eight counties in Kentucky tried the method with success the second year, and twenty-five adopted it last year. It was tried in the tobacco districts among the tenant class with marked success; it was tried in the mining camps, and the miners and their families embrace the opportunity with eagerness; it was tried in isolated farming sections, and the farmers and their families came for miles and could hardly be driven home from school when the hour for dismissal arrived; in the mountains, where the movement originated, the people crowded to the schools in throngs, as many as 125 being enrolled in one isolated district."

In an address before the Southern Educational Association in 1912, Mrs. Stewart further describes her campaign against illiteracy:

"I gathered the teachers around me, outlined the plan, called for volunteer service, and without any difficulty enlisted them heart and soul in the cause. On Labor Day, September 4th, the teachers observed as a real Labor Day, by walking over their districts, explaining the plan and announcing the opening, which was to occur the following evening. The demand was great; the teachers knew it and I knew it, and we confidently expected that there would be an average of two or three pupils to each teacher, making perhaps 150 adult pupils in the county; but we never knew how great it was until the doors opened and the school's bell rang for the first moonlight schools in America, when twelve hundred boys and girls, ranging in age from eighteen to eighty-six, came tripping up out of the hollows and over the hills, some to receive their first lesson in reading and writing, and some to improve their limited education. Illiterate merchants who had been in business for years, ministers who had been attempting to lead their flocks along paths of righteousness, lumbermen who had engaged in commerce without having in their possession the keys of learning which would most successfully unlock its doors, took advantage of the opportunity, and actually learned to read and write. Mothers came that they might learn to write to their precious sons and daughters in distant lands, fathers came that they might learn to read and write sufficiently to exercise the divine right of suffrage with secrecy and security. They came with different aims and purposes, but, after all, inspired by the one great aim—the escape from the bondage of ignorance and the stigma of illiteracy. Almost one-third of the population of one little county was enrolled, and it was a county which contained no greater proportion of illiterates than many others in the South, both lowland and highland. They had all the excuses and all the barriers which any people might offer—high hills, bridgeless streams, rugged roads, weariness from the day's hard toil, the shame of beginning to study late in life, and all the others; but they were not seeking excuses—they were sincerely and earnestly seeking knowledge. Their interest, their zeal and their enthusiasm were wonderful to

witness. It was truly an inspiring sight to see these aged pupils, bending over the desks which their children and grandchildren had occupied during the day. I have witnessed many degrees of joy and pride, but their delight in learning and their pride in their achievements exceeded any joy that I have ever witnessed. It was an inspiring sight to see the patient, noble, unselfish young teachers, instructing by night as well as by day; and it is an inspiring thought to remember who these teachers were—mountain boys and girls who had secured an education, and had gone back to elevate their own communities; teachers who knew best the peculiarities and limitations of their senior pupils, and could best encourage and inspire them along the road of learning. They used as a text book a little newspaper, especially prepared for the occasion, containing simple sentences, concerning the movements of people with whom they were acquainted, together with such sentences as would inspire their county pride and awaken them to continued effort. The object in using this paper was as much to save them from the embarrassment of using a primer, and to arouse in them the feeling of importance in being, from their first lesson, a reader of a newspaper, as for the objects already enumerated."

Conclusion.

By the accident of birth, the fortune of environment, the love of our fellow-men, expressed in private and public schools for us, here sit we snugly in the light, yonder at our doors are our brothers—thousands of them, sitting in the shadows of the world, in the bitterness of darkness, in the bondage of illiteracy—mature men and women, old men and women—but children still—

*"Children crying in the night,
Children crying for the light,
And with no language but a cry."*

That cry, from the depths of some divine despair, rising from mountain top and cove—from plain and valley—ringing in the ears of men, ascending to the courts of heaven, shall we not heed it? Duty points the way, conscience lights the path, shall we not go down to them, these grown-up children, these lame ones—lame of mind, lame of soul, lame, so many of them, from their mother's womb, lame, most of them, because they "hain't never had no chance." Shall we not go down to them, and bid them in the name of Jesus Christ of Nazareth to rise up and walk? Shall we not take them by the hand and lift them up, that they may gather strength to stand alone, to walk alone, to live in the light, to dwell in the darkness no more forever?"

Improvement of Teachers and Increase of Teachers' Salaries.—"Without the vitalizing touch of a properly qualified teacher, houses, grounds, and equipment are largely dead mechanism. It is the teacher that breathes the breath of life into the school. Better schools are impossible without better teachers. Better teachers are impossible without better education, better training, and better opportunities for them to obtain such education and training. Better education and better training and the utilization of better opportunities for these by teachers are impossible without better pay for teachers. Reason as we may about it, gush as we may about the nobility of the work and the glorious rewards of it hereafter, back of this question of better teachers must still lie the cold business question of better pay.

"The average salary of rural white teachers in North Carolina in 1914 was \$40.74; the average salary of colored teachers was \$24.69; the average length of the rural school term was 115.5 days for white and 104 days for colored; making the average annual salary of rural white teachers in North Carolina, therefore, \$235.27, and the average annual salary of rural colored teachers

\$128.42. For such meager salaries men and women can not afford to put themselves into the long and expensive training necessary for the best equipment for this delicate and difficult work of teaching. The State may supply the best opportunities that the age affords for the training of the teachers, but as long as the rank and file of them receive such meager salaries, these opportunities will be beyond their reach, and they must inevitably divide their attention between the service of two masters to make even a bare living. As long as they must work at some other business for six or eight months of the year, and at the business of teaching school for only four or five months, they can scarcely hope to become professional and masterful teachers. The teacher who does something else eight months of the year for a living and teaches school four or five months of the year for extra money must continue to be more of something else than a teacher.

"With short school terms, small salaries, poor schoolhouses, and other conditions adverse to success, we can not hope to command and retain first-class talent in this business of teaching the rural school, however good or however accessible the opportunities for improving teachers may be made. We must, in the outset, face the cold business truth that, as the South comes more and more rapidly into her industrial and agricultural heritage, and the channels of profitable employment multiply, the best men and women in the profession of teaching can not be retained in it, and little inducement will be offered to other men and women of ambition, ability, and promise to enter it, unless the compensation for the teacher's service is made somewhat commensurate with that offered in other fields of labor. As long as the annual salary paid the teacher who works upon the immortal stuff of mind and soul is less than that paid the rudest workers in wood and iron, less than that paid the man that shoes your horse or plows your corn or paints your house or keeps your jail, the best talent can not be secured and kept in the teaching profession—the teaching profession must continue to be made in many instances but a stepping-stone to more profitable employments or a means of pensioning inefficient and needy mediocrity.

"The first step, then, in the direction of improvement of teachers is an increase in the salary of teachers so as to make it worth the while of capable men and women to enter the profession of teaching, to remain in it, to put themselves in training for it, and to avail themselves of the opportunity offered for improvement. An increase in the monthly compensation and an increase in the annual school term are the only two ways of increasing the teacher's salary. The only means of increasing the compensation and the school term is by increasing the available school funds for each school. The only practical means of doing this under present conditions are consolidation and local taxation.

"That the counties and districts that pay the best salaries secure, as a rule, the best teachers, is the best evidence that this question of better teachers is largely a question of better salaries. With the growth of educational sentiment and enthusiasm the demand for better teachers has grown, but every community that demands a better teacher ought to remember that the demand is unreasonable and unlikely to be met unless the means for better pay be provided by the community.

"The raising of the standard of examination and gradation of teachers will be ineffective, and perhaps unfair, unless it is accompanied by a corresponding increase in the wages of teachers. Of what avail will it be to raise the re-

quirements without raising the compensation, when even now, with the present low standard of qualifications, it is almost impossible in many counties to get enough teachers to teach the schools, and even now the same qualifications will command much better compensation in almost any other vocation? The logical result of raising the standard of examination and gradation without raising the prices paid would be to decrease the supply of teachers and render it practically impossible to supply the schools with teachers. An increase in the requirements for teaching, a multiplication of the opportunities for the improvement of teachers, and a mandatory requirement of teachers to avail themselves of these opportunities, must, in all reason and fairness, be accompanied by a corresponding increase in salary. Better work deserves and commands better pay."

The increase in teachers' salaries during the past ten years has not been at all commensurate with the increase in living expenses, and with the increase in salaries and wages of those engaged in other professions and callings. In considering this question of the salary of the teacher, it must be remembered that the teacher must live twelve months in the year, even though he receives salary for only four or five or six months. The financial demands upon the teachers must also be remembered. They must live and dress well in order to command the respect of the children and the patrons. To maintain their professional growth and increase the effectiveness of their work, they must spend a considerable part of their salary for special courses of work in summer schools and institutions, and for the purchase of professional books and magazines. It must be remembered, also, that teachers must look forward to the years when it will be impossible for them to teach, for, as they grow old, they become less efficient for the arduous work of the school. Their salaries, therefore, should be sufficient to lay aside something for old age, as no pensions are provided for teachers. Finally, it should be remembered that in a republic the intelligence, morality, power, effectiveness, and earning capacity of the common people are dependent largely upon the work of the teachers of the public schools, and that, therefore, their work is of the most vital importance, and should command a salary commensurate with its importance. Unless we can bring our people to a realization of these truths and thereby create a public sentiment and a public demand for better salaries for better teachers, the ranks of the rural school teachers will continue to be filled with many untrained, incompetent, inexperienced persons, using this holiest of callings as a mere stepping-stone to some other profession or calling, with mere tyros without serious purpose teaching for a short time simply to make a support until something better turns up. There will continue to be a dearth of men, because they can command better salaries for almost anything, even for breaking rocks on the road, than for teaching rural schools a few months in the year. There will continue to be a dearth of trained and experienced women of power, because such women can now easily command far better salaries in other callings open to women, and almost any woman can command a larger annual salary for measuring calico and selling buttons than for training minds, inspiring souls, and forming characters in the rural schools. The situation is serious. The demand for good teachers, and especially for good male teachers, is greatly in excess of the supply, because the salaries paid will not command and retain such teachers. Let us wage a campaign from mountain to sea, through press and public speech, for the education of public school

sentiment to an appreciation of the teacher's work and to an insistent demand for better qualification and compensation for that work.

County Institutes and Summer Schools.—As has been pointed out in a previous part of this Report, and as will appear from the report of the work of the teachers' institutes and teacher's associations elsewhere in this Report, the county institutes and the county teachers' associations and the teachers' reading circles have been made effective means for the improvement and home training of the rank and file of the rural teachers. As previously recommended, provision has been made for conducting summer schools for teachers at all of the State educational institutions, thereby further increasing the means for placing, at small expense, within easy reach of the rural teachers still better opportunities for professional improvement. With a good system of county institutes, county teachers' associations, county reading circles, summer schools, permanent normal schools, the State Normal and Industrial College and departments of education at the University and several of our denominational colleges, professional improvement ought to be within easy reach of any teacher; and there ought to be within a few years even more marked improvement in the teaching force of the State.

County Supervision.—“As pointed out in the first part of this Report, there has been marked improvement in county supervision. The average salary of the County Superintendent has been quadrupled since 1901. The superintendents in nearly all the counties of the State are devoting more time to the work than ever before, but there is still much work to be done before county supervision can be made as efficient as it should be. The more I learn of the educational work of the State in the discharge of my official duties and through my visitations and field work, the more clearly I see that the real strategic point in all this work today is the County Superintendent. Upon this subject I beg to quote from my annual address to the State Association of County Superintendents delivered November 11, 1903: ‘The work of the State Superintendent must be done and his plans executed largely through the County Superintendent. The work of the County Board of Education must be carried on and its plans executed largely through the County Superintendent. The work of the school committeemen will not be done properly without the stimulation and direction of the County Superintendent. No proper standard of qualifications for teachers can be maintained and enforced except by the County Superintendent. No *esprit de corps* among the teachers can be awakened and sustained save by a County Superintendent in whom it dwells. No local and permanent plans for the improvement of public school teachers through county teachers' associations, summer institutes and schools, township meetings, etc., can be set on foot and successfully carried out save under the leadership of an energetic County Superintendent. All campaigns for the education of public sentiment on educational questions and for the advancement of the work of public education along all needful lines are doomed to failure or, at least, to only partial and temporary success without the active help and direction of a County Superintendent knowing his people, knowing the conditions and needs of his county, knowing something of the prejudices and preferences of the different communities, endowed with tact, wisdom, common sense, character, grit, and some ability to get along with folks, and enjoying the confidence of teachers, officers, children, and patrons. Upon the County superintendent mainly must depend the bringing together of all those forces in the county—public and private, moral and reli-

gious, business and professional—that may be utilized for the advancement of the educational work of the county and for the awakening of an educational interest among all classes of people, irrespective of poverty or wealth, religion or politics. The work of educating the children of all the people is too great a task to be performed by any part of the people. No real county system composed of a large number of separate schools unified and correlated in their work, each pursuing a properly arranged and wisely planned course of study in the subjects required, and the whole system fitting into its proper place in a great State system, can ever be worked out save through the aid and under the direction of a county Superintendent with an adequate conception of his work and with an ability to do it.

“Such a work requires for its successful execution a man of mind and heart and soul, a gentleman, a man of common sense, tact, energy, consecrated purpose, education, special training, and business ability—a man who can give all his time and thought and energy to the work. You cannot command the services of such a man in any business without paying him a living salary, for such men are in great demand for any work. May we not hope, therefore, that as recommended in the first part of this report the salary attached to so important an office may be sufficient in every county to employ trained and competent men for all their time, to unfetter the earnest, competent men already engaged in the work so that they may have a chance to do their best work and show what is in them, and to justify men in the coming years in placing themselves in special training for this special work?

“It is noticeable and significant that educational progress along all lines is more rapid in those counties in which competent superintendents have been, put into the field for all their time, and that in almost every county in which this has been done the school fund has been increased by local taxation and by economical management of the finances, and by looking carefully after the sources of income, much more than the increase in the Salary of the Superintendent. You can not make a success of any great business like this business of education without a man at its head devoting all his time, thought, and energy to it. Wherever this is the case the educational work of the county is moving, wherever it is not the case the work is lagging. You cannot do anything worth doing in the world without a man. It is the highest economy to put money into a man.”

For efficient supervision of a large number of schools, scattered over the large territory of an entire county, the county superintendent, even when employed for his whole time, needs assistance. A number of counties have provided clerical assistance in the office for the correspondence, bookkeeping and other business details, so as to give the county superintendent more time for field work, and have also provided for one or more competent, well trained women as assistant county superintendents or rural school supervisors, to aid in the supervision and direction of the professional side of the work in the schools and for the teachers, and also in the community service side of the work. The results in counties in which such assistance has been provided, fully justify the wisdom of the expenditure and furnish examples in closer and more efficient supervision that should be followed by many other counties as rapidly as they can provide the necessary money.

More Money and How to Get It.—For all this work yet to be done in the way of building and improving schoolhouses and grounds, lengthening the school term, increasing the salaries of teachers and county superintendents,

providing high school instruction, etc., more money must, of course, be provided. Two ways of providing this money may be suggested:

1. The adoption and enforcement of some plan for getting taxable property on the tax books and assessing it at its real value, or something near its real value. An examination of the tables of the statistical reports in this volume showing the school funds raised in each county from the property tax of 20 cents on the \$100 and of the list of counties asking aid from the special State appropriation for equalizing school terms, and the amounts received by these counties from this appropriation will convince any reasonable man, I think, that there is something wrong in the method of assessing the value of property. Upon any reasonable and uniform valuation of property, many of these counties would have money enough for a four months school term without any special tax for a four months term and many others would have enough for a much longer term without aid from the "State Equalizing Fund." To one who has traveled through many of these counties and observed their prosperity and rapidly increasing wealth, it is self-evident that there is something wrong in the method of assessing property, when counties like Cleveland, Franklin and a number of others that might be mentioned, fail to receive from a 20 cents property tax enough money for a four months school term at the present low salaries of teachers and counties like Guilford, Wake and others fail to receive enough for more than four months. Upon a correct valuation of property, of course, the school fund derived from this 20 cents property tax would be largely increased in every county. In my opinion, if all the property in the State could be placed on the tax books at a fair and reasonable valuation, the public school fund would be sufficient to maintain the public schools of the State for an average school term of five months without any increase of the present rate of taxation for school purposes and the "Equalizing Fund" would be ample to provide a minimum term of six months.

2. *Local Taxation.*—This business of public education is like any other great business. For successfully conducting it, enough capital must be invested in it to supply the necessary equipment and to employ the necessary number of competent trained men and women to carry on the business according to modern progressive business and professional principles. I have undertaken to show in this Report that for better houses and equipment, better teachers, better supervision and longer school terms more money is the fundamental need. The constitutional limit of taxation has already been reached in all the counties of the State but one. Without an amendment to the Constitution, therefore, or special legislation for each county, the general school fund can not be increased except for a four months term. A special annual per capita State appropriation of \$250,000 has already been made to the public schools by the General Assembly. A State Equalizing Fund amounting in 1914 to \$401,015.72 has been provided by setting aside annually 5 cents of the State tax levy on each \$100 of property to lengthen the school term to a minimum of six months or as near thereto as the fund will provide. As heretofore shown in this report, by reasonable consolidation the present available funds can be greatly economized by reducing the number of schools and the number of teachers necessary to teach a given number of children. In this way more money from the present funds will be available for each school for more teachers, better salaries, better houses and equipment, and a longer term. After making the present available funds go as far as possible through the

economy of reasonable consolidation, the only other means of increasing the school fund of any local school is local taxation.

"Under section 4115 of the School Law, upon a petition of one-fourth of the freeholders residing therein, a special tax district may be laid off within any definitely fixed boundaries, and upon approval of the County Board of Education an election upon a local tax for the schools within that district, not to exceed 30 cents on the \$100 and 90 cents on the poll must be ordered by the County Board of Commissioners. This places an election upon local taxation for public schools within easy reach of any county, township, or school district in North Carolina. I have already reported the progress in local taxation during the past two years. While it is encouraging, still, when it is remembered that only 1,629 districts out of a total of about 5,423 white districts in the State have yet adopted local taxation, it will be readily seen that the work of local taxation is scarcely more than well begun.

"Sixty-nine per cent of all the money raised for public schools in the United States is raised by local taxation. More than one-fourth of all the funds expended for the maintenance of the public schools in North Carolina is now raised by local taxation. In all the States having systems of public schools well equipped and adequate to the education of all their people, a large per cent of the public school fund is raised by local taxation. In some of these States as much as 95 per cent is raised by local taxation. In North Carolina the only towns, cities, and rural communities that have succeeded in providing a system of schools open eight or ten months in the year, adequately equipped with houses and teachers, have been compelled to supplement their State and county school funds by local taxation. The experience of other States and of these communities in our own State compels the conclusion that the only hope of largely increasing the present available funds for the rural schools, and thus making these schools equal to the demands of the age and adequate to the education of all our population, is to be found in the adoption of local taxation.

"The principle of local taxation is right and wise. It involves the principles of self-help, self-interest, self-protection, community help, community interest, and community protection. Every cent of the money paid by local taxation for schools by any community remains in the community for the improvement of the community school and every cent of it is invested through a better school in the minds and soul and character of the rising generation, in an increase in the intelligence, and efficiency of the entire community. Every cent of this local tax that goes into a better school to give the children of all a better chance to be somebody and to do something in the world is invested in the best possible advertisement for the best class of immigration and is the surest possible means of keeping in the community the best people already residing there by giving them a better opportunity to give their children a better chance to get an education that will better fit them for coping with the world without having to move into another community to get it. Every cent of money, therefore, invested by local taxation in a better school, by inviting a better class of immigration and preventing the disastrous drain upon its best blood by other communities that offer better school facilities, enhances the value of every cent of property in the community by increasing the demand for it by the best people. The wisdom, then, of such a tax for such a purpose is too manifest to need further argument."

Schoolhouses.—There are still 117 white and 100 colored school districts in

North Carolina to be supplied with houses. There are 40 white and 125 colored log houses, and many old frame houses unfit for use, to be replaced. There are hundreds of old houses to be repaired, enlarged, equipped, and beautified. The equipment of most of the old houses is poor and entirely inadequate. Some idea of the inadequacy of this equipment may be obtained when it is remembered that in 1914 only \$107,318.45 was spent for furniture and equipment for rural schoolhouses. A comfortable, well equipped schoolhouse is the first essential of a successful school. Such a house insures permanency and inspires in children and patrons pride and confidence.

In every county there should be a strict enforcement of the law placing the building of schoolhouses under the control of the County Board of Education, and requiring all new houses to be constructed in accordance with plans approved by the State Superintendent of Public Instruction and that board. A revised and enlarged pamphlet of approved plans for schoolhouses has been recently issued from the office of the State Superintendent of Public Instruction, and copies of it can be secured upon application. The pamphlet contains bills of materials, specifications, cuts, floor plans, blank contracts, etc., for the erection of any house in it. It also contains sketches, suggestions and directions for planning and planting school grounds, school-room decoration, care of buildings, sanitation, playgrounds, home-made athletic apparatus, etc.

The law requiring the contract for buildings to be in writing and the house to be inspected, received and approved by the County Superintendent before full payment is made, should always be rigidly enforced. No more money should be allowed to be wasted on cheap, temporary, improperly constructed houses. Properly enforced, the law is now ample to insure the construction of permanent, comfortable schoolhouses and to prevent the imposition of inefficient contractors and builders.

School Districts and Consolidation.—In my preceding Biennial Reports this subject has been so fully discussed that I deem it unnecessary to enter into any full discussion of it again. Much good work has been done in reasonable consolidation and enlargement of districts. With much benefit to their school interests, some counties have been entirely redistricted. Hundreds of unnecessary little districts have been abolished, but in many counties there are still too many of these little districts. There are still 5,423 white school districts and 2,337 colored school districts. The average area of the white school districts in the State is 8.9 square miles. The white school districts might be decreased to half the present number, where streams, swamps, etc., do not prevent and the average size might be increased to double the present area, and still, as a little calculation will show, in a district of fairly regular size with a schoolhouse near the center, the farthest child would be within three miles of the house, and a large majority of the children would, of course, be much nearer. The decrease in the number of school districts means, of course, an increase in the the money for each district, an increase in the number of children in each school, an increase in the number of schools with more than one teacher, affording instruction in more advanced branches of study, a better classification of the children, a reduction in the number of classes necessary for each teacher, an increase in the time that each teacher can give to each class, a concentration of the energies of the teacher upon fewer subjects, a stimulation of the children to greater effort by the greater competition and greater mental friction of larger numbers.

This work of enlarging the school districts by the consolidation of unnee-

essary small districts or by redistricting townships and counties must, of course, be carried on with wisdom, discretion, and justice. Every child has a right to be within reasonable walking distance of some school until conditions and funds justify provision for transportation; but any healthy child can better afford to walk two or three miles to get to a good school than to attend a poor one at his gate. It is wiser and more economical to have one school taught in one good house with two or three good teachers than to have two or three little schools in poor little one-room houses, taught by one teacher with a handful of children, with almost as many classes as children. For a fuller and more detailed discussion, however, of this subject and of the extravagance and unwisdom of a multiplicity of unnecessary little districts, I beg to refer you to my preceding Biennial Reports.

Transportation of Pupils.—It is hoped that in the near future improvement in roads and rural conditions will warrant consolidation of schools on a larger scale, and the adoption of transportation of children by wagons and teams to central schools, which is now in successful operation in many Western States. Transportation is also in successful operation in a number of districts in Virginia and Louisiana.

The State Superintendent recently visited, for observation and study, a number of centralized rural schools in Indiana and Ohio, where transportation of pupils is in most successful operation. All of the schools in some townships had been consolidated into one central school; in others were found but two or three schools in the entire township. These schools covered areas of from 20 to 50 square miles. Children were transported to them from distances of from 1 to 7 miles. The schools were conducted in houses costing from \$8,000 to \$30,000, with heating plants and modern conveniences, such as you would find in our larger towns.

The schools had from four to ten teachers, affording to the country children, in houses, equipment, supervision, teachers, libraries, gradation, classification, high school instruction, all the educational advantages of our best town schools, with the added advantages in all instances of rural environment, and in some instances of practical instruction in agriculture, sewing, cooking, and other subjects pertaining to country life and home making. Among other advantages observed in these centralized rural schools, were a most commendable pride and school spirit on the part of teachers, children, school officers, and patrons, excellent attendance, protection of the health of the children by prevention of exposure to bad weather, etc., economy of time in reaching school and home. In some of these schools the daily attendance for the month was found to be 98 per cent of the school population; the lowest attendance reported was 89 per cent of the school population.

The transportation is at the expense of the township in neat, comfortable, covered two-horse wagons, each wagon carrying about twenty children. The wagons run on schedule time and tardiness is practically eliminated, as is also irregularity of attendance on account of bad weather. The drivers of the wagons are usually farmers of the community of character and reliability, who are held responsible for the safety and good conduct of the children to and from school. The wagons are owned in most instances by the township, and the horses are owned and furnished by the drivers. The wagons are operated at a monthly cost of from \$40 to \$60. Some of these schools operate as many as ten wagons, the number varying from three to ten. Space forbids that I give fuller details of my study of these schools at this time.

The results of my visit and observations convinced me that in consolidation, with transportation of pupils, is to be found the only solution of the problem of placing adequate educational facilities within reach of country boys and girls in sparsely populated farming districts. I believe that the conditions in some of our counties in North Carolina are such as to warrant at once beginning in some townships consolidation by transportation, and I have recommended elsewhere in this Report that the public school law be so amended as to authorize county boards of education to inaugurate transportation of pupils where the conditions and the funds justify it.

Better Classification and More Thorough Instruction.—Through the use of a revised graded course of study sent out in pamphlet form from my office and the new registers and new blanks for teachers' reports, some good work has been done in classifying and grading the rural public schools. Much more remains still to be done. Upon this subject I beg to quote from my previous Biennial Report:

"A recent inquiry concerning the course of study and the classification of pupils in the public schools of the State reveals a great lack of uniformity and, in some counties of the State, a somewhat chaotic condition. I sent to all county superintendents blanks for reports of the daily programs and of the progress made by the various classes. These blanks were sent to the public school teachers, and the superintendents were requested to send the best ten to my office. A careful examination of these and a compilation of their contents showed that the average number of recitations in the school with one teacher undertaking to give instruction in all subjects required by law to be taught in the public schools varied from 35 to 55.

"In order to give instruction in all the subjects the teaching of which is made mandatory under the law, at least 21 recitations a day will be required. The legal length of a school day is six hours, hence an average of only twelve minutes could be allotted to a recitation in any school with only one teacher. The folly of even expecting thorough and successful instruction in so many subjects in so many classes by one teacher is apparent without argument. The need of a better classification so as to reduce the classes to the smallest possible number, thereby giving the longest possible time to each class, is also apparent. Owing to the different ages of children, ranging from six to twenty-one years, and the different degrees of advancement, about as many classes will be necessary in a school with one teacher as in a school with two or more teachers, the chief difference being, of course, in the number of children in a class. Unless some means, therefore, can be found for increasing the number of schools with two or more teachers and decreasing the number of schools with only one teacher, I see but little hope of successful instruction in any of the high school branches, or of improving materially the instruction even in the elementary branches known as the common school branches. It is apparent that in a well classified school with two or three teachers, with few if any more classes than a school with one teacher, each teacher will have two or three times as much time for each class, and will be able to concentrate his thought and energies upon fewer classes and subjects and, consequently, to do more thorough teaching in those subjects, and that at least one of the teachers would have time for instruction of the older children in the higher branches. The law now limits instruction in one-teacher schools to the elementary branches.

"The only means of reducing the number of schools with only one teacher

and getting more schools with two or more teachers and the better classification, more thorough instruction and more advanced work so necessary for the growth and development of our public school system are to be found in reasonable consolidation and local taxation. By means of consolidation more teachers and more children can be brought together into one school, and by means of local taxation more money will be available for the employment of more teachers at better salaries and for the lengthening of the school term. In the meantime, through the adoption of the graded course of study heretofore referred to, and its enforcement in all the public schools, the work of the public schools can be greatly improved in uniformity, definiteness, thoroughness, and classification." There has, of course, been marked improvement in classifying and grading the rural public schools since 1904, but there is still great need for reducing the number of classes and the number of subjects in the one-teacher school, in order to secure more thoroughness in the few essentials, and also great need for increasing the number of schools with more teachers.

The Education of the Negro.—As the conditions have not changed since my last report, and as I have seen no reason to change my views upon the subject of the education of the negro, I shall repeat here the views expressed in my preceding Biennial Report, changing only the figures used in that report so as to conform to the correct figures for this biennial period.

"It would be easier and more pleasant for me to close this report without undertaking to discuss this most perplexing problem of the education of the negro, about which there are so many conflicting and widely divergent views among my people. This is a part, however, of the educational problem of the State, and, in some respects, the most difficult part. It is, therefore, my duty to study it and to give to you and through you to the General Assembly and to the people my honest views about it.

"In considering this question of negro education it is necessary to lay aside, so far as possible prejudice on the one hand and maudlin sentimentality on the other. There has been too much of both. For an expression of my general views upon this question I beg to refer you to my Report for 1900-1902, pages 6 to 12. I have seen no reason to change or materially to modify these general views.

"In justice to the negro and for the information of our people who have been misled into thinking that too large a part of the taxes that the white people pay is spent for the education of the negro, it may be well in the outset to give a brief statement of the facts in regard to the apportionment of the school fund. As is well known, under section 4116 of the School Law, the apportionment of the school fund in each county is practically placed absolutely under the control of the county board of education. The constitution directs that in the distribution of the fund no discrimination shall be made in favor of either race. This report shows that in 1914 the negroes of city and rural districts received for teachers' salaries and building schoolhouses \$558,520.48 for 253,276 children of school age. The whites received for the same purposes for 525,107 children of school age \$3,535,261.19. The negroes, therefore, constitute about 32 per cent of the school population and receive in the apportionment for the same purposes less than 16 per cent of the school money. It is estimated that the negroes paid for schools in taxes on their own property and poll, not including corporations, about \$195,300, or less than one-half of all that they received for school purposes. Add to this their

just share of fines, forfeitures and penalties, and their share of the large school tax paid by corporations to which they are entitled under the Constitution by every dictate of reason and justice, and it will be apparent that the part of the taxes actually paid by individual white men for the education of the negro is so small that the man that would begrudge it or complain about it ought to be ashamed of himself. In the face of these facts, any unprejudiced man must see that we are in no danger of giving the negroes more than they are entitled to by every dictate of justice, right, wisdom, humanity, and Christianity.

"Their teachers are not so well qualified and have not spent so much money on their education, their expenses of living are much less, and, therefore, they do not need and ought not to have as much per capita for the education of their children; but there is more real danger of doing the negro an injustice in the apportionment of the school fund, even after considering all these things, by withholding his equitable part, than of doing the white race any injustice by giving him too much.

"When we are apportioning only \$558,520.40 for the education of 253,276 negro children—and some of us are complaining about that—we need not be entertaining many hopes of giving the negro much helpful industrial education yet, for everybody ought to know that this amount is not sufficient to give this number of children thorough instruction in the mere rudiments of reading, writing, and arithmetic, so essential to civilized living an intelligent, efficient service in the humblest calling of life. As long as we are apportioning only this much money for this number of children, nobody need have any real concern about turning the negro's head by the study of Latin and Greek and other higher branches of learning. The fact is that at present we are not giving or seeking to give the negro in the public schools more than instruction in the mere rudiments of learning, nor is it possible with our present available funds to give him more than this. No one believes more thoroughly than I in industrial and agricultural education for the negro; but, as pointed out above, however desirable it may be, such education for the majority of negroes is hardly to be considered unless we put more money into their schools.

The negro is here among us through no fault of his own, and is likely to remain here. There are but two roads open to him. One is elevation through the right sort of education; the other is deterioration and degradation through ignorance and miseducation, inevitably leading to expulsion or extermination. We must help him into the first if we can. If we do not, our race will pay the heaviest penalty for the failure.

"My experience and observation in this work and my larger acquaintance with the people of the State and their feelings have deepened my conviction that the only hope in education beyond the point of mastery of the rudiments of learning for the negro race is to be found in agricultural and industrial training—largely in agricultural training. Unless we can give him such training in the schools as will help to make him a more industrious and efficient workman and to save him from vice and idleness, the negro race is doomed; and unless we can demonstrate this objectively to the white people of the South through the living epistles of the lives and characters of negroes so educated, they will find a way, justly or unjustly, to withdraw all their aid to his education. The opponents of negro education contend that the sort of education the negro has been receiving in the public schools has put false notions into his head, has turned him away from work and encouraged him

to make a living by his wits without work. They point to the superiority of the old-issue negro over the new-issue negro in character, industry, reliability, and in nearly all the virtues that make up good citizenship. The contrast between the negro of the old school and the modern negro is too often to the detriment of the modern negro.

"These opponents of negro education, with the lack of logic characteristic of the man who draws general conclusions from a few particulars and sees only what is superficially discernible without looking for deeper and more far-reaching causes, ascribe the cause of this difference to the little education that the negro has received. The modern negro has had some sort of education and the old-issue negro had none; therefore, they argue, education is the cause of the inferiority of the modern negro. They forget that the best of the old negroes were trained in the best industrial schools, on farms and in shops for the work that they were to do in life, under the direction of intelligent masters; that in many instances the intimacy of relation between them and the families of humane masters afforded them an environment, association, and example that proved most potent in shaping and strengthening their characters; and that the whole social system of the old régime was conducive to training the negro in obedience, self-restraint, and industry. Though these old negroes were ignorant of books, they were, from earliest infancy, trained and educated in many of the essentials of good citizenship and efficient service. The present generation of negroes has been given a mere smattering of the essentials of knowledge and left untrained in those other things so essential to life and happiness and progress. The new generation without preparation, were ushered into freedom and have been left to follow largely their own will, without direction or restraint save that of the criminal law, without elevating associations, without leaders or teachers, save a few rare exceptions.

"Under the old régime their masters were educated, and many of their masters, as the negro saw it superficially, lived without work, while they were compelled to work. Is it any wonder, therefore, that the negro should have had a false idea of education, and followed it to his ruin in too many cases? Is it any wonder that work was associated in his mind with slavery, and, therefore, disgraceful; that idleness was associated with education and wealth as embodied in his former master, and therefore, honorable? A race not trained to think would not find it hard to draw from these superficial facts the conclusion that the great blessing of education was freedom from work, that idleness was honorable, that work was dishonorable. The few among the negroes, therefore, who succeeded in acquiring a little knowledge first became at once a sort of aristocracy, and the temptation to these few to make their living by their wits out of the ignorant many of their race was too great for a race in its childhood to resist. Is it any wonder, then, that we had after the days of Reconstruction a multitude of pretentious, half-taught, bigoted preachers and school teachers constituting themselves leaders of their race and filling the negroes by example and precept with all sorts of false notions about education, character, life work, and citizenship? Their conception of their own importance was greatly magnified by the court paid to them as self constituted leaders of their race, by political demagogues desiring to ride into positions of prominence and profit upon negro votes. By the Constitutional Amendment we are happily rid of this danger. The negro's ideals were not much elevated by the example and teachings of our Northern

neighbors who came among us as educational missionaries to him, but who were ignorant of the real social and industrial conditions of the South, and who were often prompted by honest but blind prejudice, and oftener, perhaps, by honest but tragic fanaticism. After the lapse of thirty years we are reaping the harvest of such sowing. Is it not time for us to have learned the lesson that it teaches? We must take charge of negro education and direct it along saner lines. We must no longer leave the blind to lead the blind.

We can not answer effectively the prejudice against negro education, arising from the results produced by causes largely attributable, perhaps, to revolutionized social, political, and industrial conditions wrought by the tornado of civil war, save with the practical demonstration of the better results of a better education. All the evils of a reconstruction of society, life and government upon a weak race unprepared for such changes, ushered into the new order of things with but few intelligent, wise, right-thinking leaders, without power of proper self restraint or self-direction, have been laid by the demagogues, by the unthinking, and by some other men and women as honest and patriotic as any that breathe, at the door of partial education as the quickest, easiest and most plausible solution of the unsatisfactory results. Too few stop to think what might have been the result if the new generation of negroes had been allowed to grow up in absolute ignorance under these changed conditions, with the rights and freedom of citizens of a republic without the restraint of the training and the association of educated masters, as under the old system. Too few stop to think that whatever of deterioration there may have been in the new generation of negroes as compared with the old may be more attributable to a change in civilization and in the whole order of things than to the little learning that he has received. Too few stop to think of the danger and the unfairness of the sort of reasoning that compares the best of the old generation of negroes with the worst of the new, that compares the partly educated negro of the present generation with the illiterate negro of the old generation, who, though ignorant of books, had much knowledge of many useful industries and trades and better opportunities of acquiring such knowledge, instead of comparing the literate negro of the new generation with the illiterate negro of the new generation, that ascribes all the faults found in the new generation to the smattering of learning that they have received and all the virtues found in the old generation to their illiteracy. One is partly educated, the other was illiterate; therefore education is the cause of the faults of the one and illiteracy of the virtues of the other. The absurdity of such logic ought to be manifest to the average man. Here are two men, one educated, the other ignorant. One becomes a murderer, for there have been educated murderers in all times; the other becomes a good citizen, for there have been ignorant good citizens in all times; therefore education makes murderers and ignorance makes good citizens.

“In the consideration of a great question like this men should look deeper than the mere surface facts and see the danger of drawing universal conclusions from single facts and undertaking to settle the educational destiny of a whole race for all time by the experience of a mere quarter of a century under the most unfavorable conditions. The old order has passed, never to return. We must face the future under the new order. Would it not be wise to ask and to seek to answer without prejudice or partiality these and similar questions: Are not the changes in the negro most attributable to the changes

in the order of things? According to the testimony of all the ages, has ignorance ever been found a remedy for anything? According to the testimony of all the ages, may not education of the right sort, properly directed by those who have right ideals and know how to direct it, prove a remedy for many of these undesirable changes in the negro incident largely to this unavoidable and radical change in his life, environment and relations to those about him? Might not his condition and character have been infinitely worse and more brutal under the changed order of things without the little training that he has received from conscientious teachers here and there, even in the poor schools that have been opened to him, and without the glimpses of a better life and the aspirations for it and the acquisition of a little power to reach out after it that he has obtained here and there even in these schools? These are questions to which conscientious men and women should give serious consideration before condemning and abandoning the experiment of the education of the negro.

"It is my firm conviction, as I have said above, that we must demonstrate by a better sort of education for the negro, and a more effective sort, that it may be helpful to him and to us before we can hope to convince many of our people that education, even of the right sort, is a good thing for the negro. We can not answer argument and prejudice much longer by theory and appeals to conscience. It is my conviction, also, that the best training and education for the masses of the negroes in the South is agricultural. It is, of course, absolutely essential for every human being to have first a mastery of the essentials of knowledge such as will give him a reasonable degree of intelligence. The negroes have not yet acquired this; nor would I preclude the few negroes that manifest an adaptedness to scholarship and learning and a power to acquire them from the opportunity to pursue the study of the higher branches of learning. I must express the conviction, however, that this class of negroes will be found to constitute but a small per cent of the race at present, and perhaps for generations to come.

"I believe the farm life offers the safest environment for the negro, or, as for that matter, for any other race, in its primitive stage of progress and civilization. Strange to say, however, the tendency of the negro is to flock to the towns where the temptations to idleness and vice and dissipation of every sort are far more numerous than in the country, and are usually greater than negro weakness can stand. The health conditions, too, in the towns are worse. Scores are sometimes huddled together in small rooms and houses without regard to the laws of health or sex. It can but prove ruinous to the negro if he seeks town life before his race has grown stronger in character and intellect and industry and in all the essentials of racial strength by the Antean touch of Mother Earth in the quiet country life on the farm.

"There is greater demand on the farm for the negro in the South at present. It is the one open door for him, as I see it. Not only is there great demand for his services on the farms already under cultivation, but there are also vast territories of uncultivated lands, exceeding, perhaps, the cultivated territory, that invite his industry and offer ample compensation for intelligent cultivation and for increase in the wealth and prosperity of the State. If the negro can be trained and educated to occupy this field intelligently and contentedly, thus demonstrating that his education has fitted him for making better crops and more money for himself and his landlord, and has developed in him the power and ambition gradually to acquire little holdings of his own

and to help redeem from waste the great wealth of these thousands and hundreds of thousands of acres of untilled lands, he will win the confidence, respect, support, and aid of Southern white men, because he will deserve them, and he will win a permanent place in Southern life because he will have made himself indispensable to it. Unless he does this, the time is not far distant when Southern farmers will be compelled to import foreign white laborers, when even this safest door will be closed to the negro.

"Since the consolidation of the State colored normal schools, under the supervision of the new Superintendent, we have already begun to develop in a small way, at the three colored normal schools, departments for industrial and agricultural training with a view to giving this training to the teachers of the race and instilling into them right ideals. We have been handicapped, however, in this work by the insufficiency of the appropriation for these schools and by lack of permanent plants for them; but with the state appropriation for buildings and equipment granted by the General Assembly of 1907, and with the small additional appropriation for maintenance we will soon have fair buildings and equipment, as will be seen from the report of the Superintendent of these schools, printed elsewhere. I do not see why these State colored normal schools and the A. and M. College for the Colored Race at Greensboro might not be made the *nuclei* for eventually working out a successful plan of agricultural and industrial education for the negro race by training at these institutions teachers for this sort of education, and, finally, when the means can be found for it, establishing in the counties, especially the counties with large negro population, one or more schools for giving this sort of training to the negroes, making these schools a part of the same general system and placing them all under the same general management and supervision. It will, however, require time and money to work out this plan.

"This question of negro education is, after all, not a question of whether the negro shall be educated or not, for it is impossible for any race to remain in this great republic in the twentieth century uneducated. The real question is, therefore, how he shall be educated and by whom it shall be done. If his education is not directed by us, others that do not understand our social structure, that are ignorant of the nature and needs of the negro and have false notions of his relation to the white race in the South, will take charge of it. Our safety, then, lies in taking charge of it ourselves, and directing it along lines that shall be helpful to him and to us, and in harmony with our civilization and society and with his nature.

"There is another phase of this problem of negro education worthy of the serious consideration of our people. It is manifest to me that if the negroes become convinced that they are to be deprived of their schools and of the opportunities of an education, most of the wisest and most self-respecting negroes will leave the State, and eventually there will be left here only the indolent, worthless, and criminal part of the negro population. Already there has been considerable emigration of negroes from the State. There is no surer way to drive the best of them from the State than by keeping up this continual agitation about withdrawing from them the meager educational opportunities that they now have. Their emigration in large numbers would result in a complication of the labor problem. Some of our Southern farms would be compelled to lie untenanted and untilled. The experience of one district in Wilson County illustrates this. The County Board of Education found

it, for various reasons, impossible to purchase a site for a negro schoolhouse. Before the year was out the board received several offers from farmers in the district to donate a site. Upon inquiry by the chairman of the board as to the reason of these generous offers he was told that when it was learned that no site for the schoolhouse could be secured and that the negroes were to have no school in that district, at least one-third of the best negro tenants and laborers there moved into other districts where they could have the advantages of a school. This is a practical side of this question that our people would do well to consider. What happened in this district will happen in the entire State if we give the best negroes reasonable grounds to believe that their public school privileges are to be decreased or withdrawn."

OUR TASK AND OUR OPPORTUNITY.

As a further discussion of the work to be done and how to do it, I append my opening address before the State Association of County Superintendents, November, 1913:

"Our task, our opportunity, our duty, now, as superintendents and directors of the country school systems, is the development of more efficient schools for country boys and girls adequate to meeting the needs of the country people and better adapted to their life and environment: schools that shall be more closely related to country life and shall provide for country boys and girls instruction and training that shall prepare them to make the most out of country things—soil, plant, and animal—and to get the most of efficiency, of health and strength, of character and beauty, of joy and comfort and contentment out of country environment.

"According to reliable statistics, 82 per cent of all boys and girls of this State live in the country, and ought to continue to live there for their own good and and for the good of the State. At least 95 per cent of these boys and girls are absolutely dependent upon the country schools for all their education, training, and preparation for citizenship and service. Five thousand eight hundred and twenty of the 7,688 public schools of this State are one-teacher schools. The one-teacher school with seven grades of required work in one room can never be made adequate to the task of educating and training country boys and girls for country life; can never be made to do but little more than give them instruction in the mere rudiments of knowledge. It has been tried and found wanting in efficiency for the needs and demands of country life in this age. The two-teacher school is better, but it is also sadly inadequate for the necessary work of the country schools. We must begin now to plan carefully, wisely, and far ahead for the gradual reorganization of each county country school system and for the redirection of the work of the country schools toward country life. Here lie our task and our opportunity. The time is therefore opportune for me to offer for your consideration and discussion some suggestions for this work.

I. THE REORGANIZATION OF RURAL ELEMENTARY SCHOOLS AND THE CONSTRUCTION OF A COUNTY PLAN.

If the country school of the future is to be made an intellectual, social, literary, moral, agricultural, and industrial, in a word, a cultural and vocational center for the country community—and it must be made such before it can become an effective factor in the uplift of rural civilization, in the

improvement and enrichment of rural life, in the breaking up of rural isolation, in the checking of the exodus from the country to the town—then, in my opinion, we must set to work with definite, well matured plans of enlargement, consolidation, and local taxation for the gradual elimination of unnecessary small districts with their inefficient one- and two-teacher schools, and for the gradual development about intelligently chosen centers of population and taxation in all parts of the county of better, larger, and more efficient schools, properly equipped in buildings, teaching force, and grounds for becoming real community centers. In my opinion, the smallest type of rural school that we can hope to make efficient for the cultural and vocational work of the country school is the three-teacher school, and this should be the smallest type of school contemplated in our permanent plan for the development of our country school system. I do not mean, of course, that we shall not need to have for many years to come many one- and two-teacher schools in many counties; nor that we shall not make these as efficient as possible as long as they must exist; but I do mean that, if we are finally to evolve an efficient system of country schools, we must begin now to make definite plans, towards which we can work persistently, patiently, and tactfully through the years, that shall contemplate the gradual elimination of all rural schools of less than three teachers. For the sort of work that the country school must do, the country schoolhouse must have not less than three classrooms, a kitchen, some laboratory equipment, an auditorium for community, social, literary, and business meetings, ample playgrounds, garden and farm plats, and a teacher's home.

For the intelligent selection of these centers in every county and for carrying on wisely the work of consolidation, transportation, and local taxation necessary for the development of such schools about them, there should be made at once a careful survey and map of each county, showing roads, streams, swamps, mountains, homes, churches, school districts and schoolhouses, centers of population and taxation. Such a map will not be very expensive, and the board of county commissioners, if properly approached, can in most instances be induced to share with the county board of education the expense thereof. If necessary, an act of the General Assembly can doubtless be secured requiring such maps at joint expense of these two boards in every county. Some counties already have maps that give most of this information, and the balance of the needed information can be easily and inexpensively added. Such a map, kept up to date, is absolutely necessary as a sort of permanent chart for the intelligent guidance of the county superintendent and board of education in this important work which will necessarily cover years of patient labor.

This work will have to be accomplished by wise enlargement and consolidation, first within walking distance, and then, as soon as feasible and necessary, by transportation. The entire territory of the townships and of the county must be taken into consideration in this work of enlargement and consolidation. Of course, the work must be carried on with patience, tact, and wisdom. The people themselves must be taken into our confidence, and those who mold public sentiment in their communities convinced and enlisted in making sentiment for this work. For these centers of development the best existing schoolhouses should be used, if possible. All properly located existing local tax districts should be utilized; small adjacent local tax districts can be consolidated, others enlarged by taking in adjacent territory by vote, as provided by law. In many, in fact in most, of the counties have

already been established local tax districts with good school buildings, and, in some instances, good high schools that will furnish excellent centers to begin this development. At least one of the best high schools in every county, properly located, should be selected for development into a county center, and here should be established and equipped a county farm-life school. In the larger counties, perhaps two such might profitably be selected and developed. I would strongly advise, however, concentration on only one of these schools in a county at first, and making that strong enough in all respects to become a county center and a potent factor in stimulating, directing, and supervising the country life and high school work of the other schools of the county, the demonstration and extension work for boys and girls and adults, and the teacher training work for the rank and file of country school teachers in country life subjects through short courses of instruction.

If the work of the country school is to be reorganized and redirected, there must be established at least one central school of this type in each county, with money enough and equipment enough to become a strong directing force in this work of reorganization and redirection, and a training school for the workers. There must be developed in each county at least one such school, prepared in faculty and equipment to give more extensive and thorough courses of study and work—cultural and vocational—covering at least four years in advance of the seven elementary years work prescribed in the other schools of the county, with which the work of the elementary and other high schools of the county shall be correlated.

The most important work now is to plan intelligently and wisely for the future development of the country rural schools, as indicated above, and work towards the accomplishment of this plan persistently, patiently, and wisely, year in and year out.

II. LOCAL TAXATION.

In this plan for the development of larger, more efficient country schools around wisely chosen community centers, local taxation must continue to be a most important factor. Whereas, heretofore, a large part of local tax funds has been required to lengthen school terms, now that a longer term has been provided by State and county taxation, the larger part of the local tax can, in the future, be used for increasing the efficiency of the school in teachers, equipment, and work. Larger areas of taxation, producing larger annual income for larger, more efficient schools, can be successfully planned. Our slogan for local taxation now and henceforth should be, "Larger areas of taxation for the development of community country schools in community centers by reasonable consolidation and by transportation of pupils where necessary and feasible." In the working out of this plan, many small, adjacent local tax districts must be consolidated, others enlarged by voting in new adjacent territory, and additional ones established. It will be seen, therefore, that there never was greater need for pushing wisely the campaign for local taxation, because there has never been a time when local taxation could be made so effective in increasing the efficiency of the country schools.

III. ORGANIZATION OF ALL FORCES INTO A CO-OPERATIVE PLAN OF WORK FOR THE ACCOMPLISHMENT OF DEFINITE RESULTS.

Another important and necessary step in this plan for the development of the country schools and the county system is the organization of all the forces, National, State, county, and community, at work in the county, or that can

be set to work, into a coöperative, correlated, definitely arranged plan of work for rural uplift, in which there shall be no duplication of work and in which each shall help the other in a united, sympathetic effort for the attainment of the purpose of each and the common purpose of all. For the arrangement of such a plan a conference of these forces should be held, and a series of annual coöperative educational conferences under the auspices of the County Board of Education arranged at several accessible points in the county, participated in by representatives of State and county departments of education, agriculture, and health, and of all the other workers for moral, religious, and social uplift, for the purpose of emphasizing the various phases of the common work and arousing interest in all. Most successful conferences of this sort have been held this year in several counties of the State, and I shall ask the county superintendents of those counties to tell you about them before our meeting adjourns. Preacher and teacher, doctor and editor, demonstration agent and agricultural worker, farmer and farmer's organizations of every sort, committeeman, plain citizen and patron of the schools, men and women, can be and should be actively enlisted in a united permanent, continuous, carefully planned campaign of work for the accomplishment of definitely understood results.

CONCLUSION.

It seems to me the State was never more astir with educational interest and educational hope. The work seems moving on apace along all lines. The people are behind it; great organizations like the Farmers' Union, 35,000 strong, the Junior Order of United American Mechanics, 31,000 strong, the woman's clubs, many thousand strong, and others, are giving it united and enthusiastic support. The greatest need of the hour now is thorough organization of the forces into coöperative effort, and wise, constructive leadership in every county. For these all must look, have a right to look, to superintendents and teachers.

The demand of the agricultural and industrial masses in this agricultural and industrial State of ours, and, in fact, in all the world today, is for the development of a system of schools that shall minister adequately to the agricultural and industrial, as well as the purely cultural needs of their children; that shall seek to banish inefficiency as well as ignorance, and to free men from the last form of human bondage, profitless drudgery. In a democracy the insistent demand of the many, born of the insistent needs of the many, cannot go long unheeded without revolution. The danger lies in extreme professional conservatism on one hand and extreme vocational radicalism on the other. Educators themselves, who know most about educational problems and systems, must recognize the educational needs of the people and of the age and lead the people and enlist their support and active aid in the development of our present system of schools to meet their needs and their reasonable demands. Otherwise the people may destroy what we have and call to the work of reconstructing on its ruins another system leaders who are not prepared by training and experience to do it wisely.

"There is a fount about to stream,

There is a light about to gleam,

There is a midnight darkness changing into gray.

Men of thought, men of action, clear the way! clear the way!"

STATISTICAL RECORD OF TWO YEARS' PROGRESS.

The following tables give concisely the educational facts as compiled for the biennial period 1912-1913 and 1913-1914.

SCHOOL FUNDS AND SOURCES.

	Rural.	City.	North Carolina.
Balance from 1912-'13.....	\$ 277,333.03	\$ 158,200.96	\$ 435,533.99
Local tax, 1913-'14.....	544,582.48	823,366.17	1,367,948.65
Local tax, 1912-'13.....	499,169.41	746,907.00	1,246,076.41
Increase.....	45,413.07	76,459.17	121,872.24
Percentage of increase.....	9	10.5	9.8
Loans, bonds, etc., 1913-'14.....	289,251.83	578,858.18	868,110.01
Loans, bonds, etc., 1912-'13.....	100,002.00	350,970.73	450,972.73
Increase.....	189,249.83	227,887.45	417,137.28
County fund, 1913-'14.....	2,146,010.05	492,820.81	2,638,830.86
County fund, 1912-'13.....	1,940,691.96	408,975.06	2,349,667.02
Increase.....	205,318.09	83,845.75	289,163.84
Special State appropriations, elementary schools.....	628,783.03	-----	628,783.03
Special State appropriations, public high schools.....	86,375.00	-----	86,375.00
Private donations, State appropriations, etc., for libraries, 1913-'14.....	40,153.46	53,867.74	94,021.20
Private donations, State appropriations, etc., for libraries, 1912-'13.....	38,313.27	29,768.43	68,081.70
Increase.....	1,840.19	24,099.31	25,939.50
Total available school fund, 1913-'14.....	4,012,488.86	2,107,113.86	6,119,602.72
Total available school fund, 1912-'13.....	3,155,450.82	1,654,666.67	4,810,117.49
Increase.....	857,038.04	452,447.19	1,309,485.23
Percentage of increase.....	27	27	27
Private donations (not included in above)†, 1913-'14.....	84,849.39	-----	84,849.39
Private donations (not included in above), 1912-'13.....	67,775.22	-----	67,775.22
Increase.....	17,074.17	-----	17,075.17

†See Supplement to Table I.

STATISTICAL RECORD OF TWO YEARS' PROGRESS

PER CAPITA AMOUNT RAISED FOR EACH CHILD.

	Rural.	City.	North Carolina.
Total available fund, 1913-'14.....	4,012,488.86	2,107,113.86	6,119,602.72
Total available fund, 1912-'13.....	3,155,450.82	1,654,666.67	4,810,117.49
Increase.....	857,038.04	452,447.19	1,309,485.23
School population, 1913-'14.....	628,136	150,147	778,283
School population, 1912-'13.....	624,855	141,534	766,389
Increase.....	3,281	8,613	11,894
Available fund for each child.....	\$ 6.39	\$ 14.03	\$ 7.87
Total funds raised for schools by taxation, 1913-'14.....	2,690,592.53	1,316,186.98	4,006,779.51
Total funds raised for schools by taxation, 1912-'13.....	2,439,861.37	1,155,882.60	3,595,743.97
Increase.....	250,731.16	160,304.38	411,035.54
Per capita raised by taxation for each child, 1913-'14.....	4.28	8.76	5.15
Per capita raised by taxation for each child, 1912-'13.....	3.90	8.17	4.70
Increase.....	.38	.59	.45
Value of all taxable property.....			\$802,151,440.00
Taxable property for each child, 1913-'14.....			1,032.02

AMOUNT RAISED BY TAXATION FOR EACH \$100 TAXABLE PROPERTY FOR EACH INHABITANT, CENSUS 1910.

	Rural.	City.	North Carolina.
Available fund for each child.....	\$ 6.39	\$ 14.03	\$ 7.87
Per capita amount raised by taxation for each child of school age, 1913-'14.....	4.28	8.76	5.15
Taxable property for each child, 1913-'14.....			1,032.02
Amount raised by taxation for each \$100 taxable property, 1913-'14.....			.50
Per capita amount raised (1913-'14) for each inhabitant (census 1910).....			2.77

SUMMARY OF EXPENDITURES.

	Rural.	City.	North Carolina.
Total expenditures, 1913-'14.....	\$3,622,509.26	\$1,944,483.63	\$ 5,566,992.89
Total expenditures, 1912-'13.....	2,878,117.78	1,496,465.72	4,374,583.50
Increase.....	744,391.48	448,017.91	1,192,409.39
Teaching and supervision, 1913-'14.....	2,408,745.02	1,019,482.92	3,428,227.94
Teaching and supervision, 1912-'13.....	2,045,269.67	911,618.88	2,956,888.55
Increase.....	363,475.35	107,864.04	471,339.39
Buildings and supplies, 1913-'14.....	790,379.45	622,332.98	1,412,712.43
Buildings and supplies, 1912-'13.....	588,248.26	347,687.34	935,935.60
Increase.....	202,131.19	274,645.64	476,776.83
Administration, 1913-'14.....	186,764.72	31,646.81	218,411.53
Administration, 1912-'13.....	149,804.73	27,249.37	177,054.10
Increase.....	36,959.99	4,397.44	41,357.43
Loans repaid, interest, etc.....	236,620.07	271,020.94	507,641.01
Balance on hand June 30, 1914.....	389,979.60	162,630.23	552,609.83
Percentage for teaching and supervision, 1913-'14.....	66.5	52.5	61.1
Percentage for buildings and supplies, 1913-'14.....	21.6	32	25.4
Percentage for administration, 1913-'14.....	5.1	1.63	3.9

SPENT FOR TEACHING AND SUPERVISION.

	Rural.	City.	North Carolina.
All expenditures, 1913-'14.....	\$3,622,509.26	\$1,944,483.63	\$ 5,566,992.89
All expenditures, 1912-'13.....	2,878,117.78	1,496,465.72	4,374,583.50
For supervision (superintendents), 1913-'14.....	105,327.50	131,174.60	236,502.10
For supervision (superintendents), 1912-'13.....	94,849.97	126,238.00	221,087.97
Increase.....	10,477.53	4,936.60	15,414.13
White teachers, 1913-'14.....	1,963,098.10	744,512.91	2,707,611.01
White teachers, 1912-'13.....	1,688,330.18	663,318.87	2,351,649.05
Increase.....	274,767.92	81,194.04	355,961.96
Colored teachers, 1913-'14.....	340,319.42	143,795.41	484,114.83
Colored teachers, 1912-'13.....	262,089.52	122,062.01	384,151.53
Increase.....	78,229.90	21,733.40	99,963.30
Total spent for teaching and supervision, 1913-'14.....	2,408,745.02	1,019,482.92	3,428,227.94
Total spent for teaching and supervision, 1912-'13.....	2,045,269.67	911,618.88	2,956,888.55
Increase.....	363,475.35	107,864.04	471,339.39
Percentage spent for teaching and supervision, 1913-'14.....	66.50	52.50	61.10
Percentage spent for teaching and supervision, 1912-'13.....	71.06	60.95	67.59
Increase.....	*4.56	*8.45	*6.49
Percentage spent for supervision alone, 1913-'14.....	2.9	6.75	4.20
Percentage spent for supervision alone, 1912-'13.....	3.3	8.44	6.75
Increase.....	*.4	*1.69	*2.55
Average salary of superintendents, 1913-'14.....	\$ 1,041.27	\$ 1,261.29	\$ 1,153.44
Average salary of superintendents, 1912-'13.....	948.99	1,249.88	1,105.44
Increase.....	92.28	11.41	48.00

*Decrease.

SPENT FOR BUILDING AND SUPPLIES.

	Rural.	City.	North Carolina.
Fuel and janitors, 1913-'14.....	\$ 57,889.36	\$ 87,030.90	\$ 144,920.26
Fuel and janitors, 1912-'13.....	45,096.24	85,305.53	130,361.77
Increase.....	12,793.12	1,725.37	14,558.49
Furniture, 1913-'14.....	81,372.69	33,410.26	114,782.95
Furniture, 1912-'13.....	58,176.12	20,822.15	78,998.27
Increase.....	23,196.57	12,588.11	35,784.68
Libraries, 1913-'14.....	9,432.19	4,109.33	13,541.52
Libraries, 1912-'13.....	12,833.85	2,642.81	15,476.66
Increase.....	*3,401.66	1,466.52	*1,935.14
Supplies, 1913-'14.....	25,946.76	46,474.80	72,421.56
Supplies, 1912-'13.....	18,653.10	28,631.51	47,284.61
Increase.....	7,293.66	17,843.29	25,136.95
Houses (white), 1913-'14.....	463,280.21	364,369.97	827,650.18
Houses (white), 1912-'13.....	320,339.66	133,658.63	453,998.29
Increase.....	142,940.55	230,711.34	373,651.89
Houses (colored), 1913-'14.....	44,263.52	30,142.13	74,405.65
Houses (colored), 1912-'13.....	38,009.13	23,204.14	61,213.27
Increase.....	6,254.39	6,937.99	13,192.38
Insurance and rent, 1913-'14.....	14,666.42	7,548.51	22,214.93
Insurance and rent, 1912-'13.....	11,307.90	10,209.16	21,517.06
Increase.....	3,358.52	*2,660.65	697.87
Interest, loan fund, etc., 1913-'14.....	93,528.30	49,247.08	142,775.38
Interest, loan fund, etc., 1912-'13.....	83,832.26	43,253.41	127,085.67
Increase.....	9,696.04	5,993.67	15,689.71
Total for buildings and supplies, 1913-'14.....	790,379.45	622,332.98	1,412,712.43
Total for buildings and supplies, 1912-'13.....	588,248.26	347,687.34	935,935.60
Increase.....	302,131.19	274,645.64	476,776.83
Percentage for buildings and supplies, 1913-'14.....	21.60	32	25.4
Percentage for buildings and supplies, 1912-'13.....	20.46	23.2	21.4
Increase.....	1.14	8.8	4.00

*Decrease.

SPENT FOR ADMINISTRATION.

	Rural.	City.	North Carolina.
Treasurer, 1913-'14.....	\$ 51,183.24	\$ 7,165.61	\$ 58,348.85
Treasurer, 1912-'13.....	48,385.47	6,124.59	54,510.06
Increase.....	2,797.77	1,041.02	3,838.79
Board of Education, 1913-'14.....	34,972.32		34,972.32
Board of Education, 1912-'13.....	21,693.25		21,693.25
Increase.....	13,279.07		13,279.07
Taking census and committeemen, 1913-'14.....	21,452.42	3,818.39	25,270.81
Taking census and committeemen, 1912-'13.....	11,398.38	1,168.34	12,566.72
Increase.....	10,054.04	2,650.05	12,704.09
Other expenses, 1913-'14.....	69,326.13	20,662.81	89,988.94
Other expenses, 1912-'13.....	60,236.06	19,956.44	80,192.50
Increase.....	9,090.07	706.37	9,796.44
County superintendent's expenses, 1913-'14.....	9,830.61		9,830.61
County superintendent's expenses, 1912-'13.....	8,091.30		8,091.30
Increase.....	1,739.31		1,739.31
Total for administration, 1913-'14.....	186,764.72	31,646.81	218,411.53
Total for administration, 1912-'13.....	149,804.73	27,249.37	177,054.10
Increase.....	36,959.99	4,397.44	41,357.43
Percentage spent for administration, 1913-'14.....	5.10	1.63	3.90
Percentage spent for administration, 1912-'13.....	5.21	2.50	4.03
Increase.....	*.11	*.87	*.13

*Decrease.

SCHOOL ATTENDANCE.

	Rural.	City.	North Carolina.
Total school population, 1913-'14.....	628,136	150,147	778,283
Total school population, 1912-'13.....	624,855	141,534	766,389
Increase.....	3,281	8,613	11,894
White school population, 1913-'14.....	429,399	95,608	525,107
White school population, 1912-'13.....	429,175	89,931	519,106
Increase.....	224	5,677	5,901
Colored school population, 1913-'14.....	198,737	54,539	253,276
Colored school population, 1912-'13.....	195,680	51,603	247,283
Increase.....	3,057	2,936	5,993
Total enrollment, 1913-'14.....	497,734	101,913	599,647
Total enrollment, 1912-'13.....	466,940	91,539	558,579
Increase.....	30,794	10,374	41,068
White enrollment, 1913-'14.....	340,050	69,678	409,728
White enrollment, 1912-'13.....	327,050	62,767	389,817
Increase.....	13,000	6,911	19,911
Colored enrollment, 1913-'14.....	157,684	32,235	189,919
Colored enrollment, 1912-'13.....	139,890	28,772	168,662
Increase.....	17,794	3,463	21,257
Total average daily attendance, 1913-'14.....	334,687	73,775	408,464
Total average daily attendance, 1912-'13.....	300,016	65,872	365,888
Increase.....	34,671	7,903	42,576
White average daily attendance, 1913-'14.....	235,504	53,330	288,834
White average daily attendance, 1912-'13.....	214,744	48,124	262,868
Increase.....	20,760	5,206	25,966
Colored average daily attendance, 1913-'14.....	99,185	20,445	119,630
Colored average daily attendance, 1912-'13.....	85,272	17,748	103,020
Increase.....	13,913	2,697	16,610
Percentage of school population enrolled, 1913-'14.....	79.5	67.8	77.2
Percentage of school population enrolled, 1912-'13.....	74.7	64.7	72.9
Increase.....	4.8	3.1	4.3
Percentage of white school population enrolled, 1913-'14.....	79.6	72.9	78.2
Percentage of white school population enrolled, 1912-'13.....	76.2	69.8	75.1
Increase.....	3.1	3.1	3.1
Percentage of colored school population enrolled, 1913-'14.....	79.3	59.1	75
Percentage of colored school population enrolled, 1912-'13.....	71.5	55.8	68.1
Increase.....	7.8	3.3	6.9
Percentage of enrollment in average daily attendance, 1913-'14.....	68	72.3	68.2
Percentage of enrollment in average daily attendance, 1912-'13.....	61.2	71.8	65.5
Increase.....	3.8	.5	2.7
Percentage of white enrollment in average daily attend- ance, 1913-'14.....	69.3	76.6	70.6
Percentage of white enrollment in average daily attend- ance, 1912-'13.....	65.6	76.6	67.5
Increase.....	3.7	-----	3.1
Percentage of colored enrollment in average daily attend- ance, 1913-'14.....	62.8	63.5	63
Percentage of colored enrollment in average daily attend- ance, 1912-'13.....	60.9	61.6	61.1
Increase.....	1.9	1.9	1.9

SALARIES AND TERM.

	Rural.	City.	North Carolina.
Total number of teachers, 1913-'14.....	10,904	2,261	13,255
Total number of teachers, 1912-'13.....	10,315	2,079	12,394
Increase.....	679	182	861
White teachers, 1913-'14.....	8,344	1,738	10,082
White teachers, 1912-'13.....	7,782	1,596	9,378
Increase.....	562	142	704
Colored teachers, 1913-'14.....	2,650	523	3,173
Colored teachers, 1912-'13.....	2,533	483	3,016
Increase.....	117	40	157
Amount paid all teachers, 1913-'14.....	\$2,303,417.52	\$ 888,308.32	\$ 3,191,725.84
Amount paid all teachers, 1912-'13.....	1,950,419.70	785,370.88	2,735,790.58
Increase.....	352,997.82	102,937.44	455,935.26
Amount paid white teachers, 1913-'14.....	1,963,098.10	744,512.91	2,707,611.01
Amount paid white teachers, 1912-'13.....	1,688,330.18	663,318.87	2,351,649.05
Increase.....	274,767.92	81,194.04	355,961.96
Amount paid colored teachers, 1913-'14.....	340,319.42	143,795.41	484,114.83
Amount paid colored teachers, 1912-'13.....	262,089.52	122,062.01	384,151.53
Increase.....	78,229.90	21,733.40	99,963.30
Average annual amount paid each teacher, 1913-'14.....	209.39	410.89	242.69
Average annual amount paid each teacher, 1912-'13.....	189.09.	377.76	220.74
Increase.....	20.30	33.13	21.95
Average annual amount paid each white teacher, 1913-'14.....	235.27	454.42	271.36
Average annual amount paid each white teacher, 1912-'13.....	216.95	415.61	251.83
Increase.....	18.32	38.81	19.53
Average annual amount paid each colored teacher, 1913-'14.....	128.42	274.95	153.57
Average annual amount paid each colored teacher, 1912-'13.....	103.47	252.72	127.37
Increase.....	24.95	22.23	26.20
Average term of all schools (in days), 1913-'14.....	113	166.5	121.98
Average term of all schools (in days), 1912-'13.....	98.18	168.2	109.92
Increase.....	14.82	*1.7	*12.06
Average term of white schools (in days), 1913-'14.....	115.5	166	124.22
Average term of white schools (in days), 1912-'13.....	102.4	169.5	114.6
Increase.....	13.1	*3.5	9.62
Average term of colored schools (in days), 1913-'14.....	104	167	114.8
Average term of colored schools (in days), 1912-'13.....	85	167	98
Increase.....	19		16.8
Average monthly salary paid all teachers, 1913-'14.....	\$ 37.06	\$ 49.98	\$ 39.81
Average monthly salary paid all teachers, 1912-'13.....	38.52	44.90	40.18
Increase.....	*1.46	5.08	*.37
Average monthly salary paid white teachers, 1913-'14.....	40.74	53.75	43.69
Average monthly salary paid white teachers, 1912-'13.....	42.37	49.04	43.85
Increase.....	*1.63	5.71	*.16
Average monthly salary paid colored teachers, 1913-'14.....	24.69	32.92	26.75
Average monthly salary paid colored teachers, 1912-'13.....	24.35	30.28	25.99
Increase.....	.34	2.64	.76

*Decrease.

SCHOOL PROPERTY.

	Rural.	City.	North Carolina.
Total value all school property, 1913-'14.....	\$5,030,710.02	\$4,047,993.25	\$ 9,078,703.27
Total value all school property, 1912-'13.....	4,481,027.50	3,668,795.06	8,149,822.56
Increase.....	549,682.52	379,198.19	928,880.71
Value white school property, 1913-'14.....	4,470,892.25	3,586,074.09	8,056,966.34
Value white school property, 1912-'13.....	3,970,775.00	3,260,165.76	7,230,940.76
Increase.....	500,117.25	325,908.33	826,025.58
Value colored school property, 1913-'14.....	559,817.77	461,919.16	1,021,736.93
Value colored school property, 1912-'13.....	510,252.50	408,629.30	918,881.80
Increase.....	49,565.27	53,289.86	102,855.13
Total number schoolhouses, 1913-'14.....	7,619	309	7,928
Total number schoolhouses, 1912-'13.....	7,512	296	7,808
Increase.....	107	13	120
Number white schoolhouses, 1913-'14.....	5,356	199	5,555
Number white schoolhouses, 1912-'13.....	5,301	190	5,491
Increase.....	55	9	64
Number colored schoolhouses, 1913-'14.....	2,263	110	2,373
Number colored schoolhouses, 1912-'13.....	2,211	106	2,317
Increase.....	52	4	56
Average value each schoolhouse, 1913-'14.....	\$ 655.04	\$ 13,100.30	\$ 1,162.74
Average value each schoolhouse, 1912-'13.....	596.51	12,394.58	1,043.78
Increase.....	58.53	705.72	118.96
Average value each schoolhouse (white), 1913-'14.....	851.55	18,020.47	1,450.39
Average value each schoolhouse (white), 1912-'13.....	749.06	17,158.76	1,316.87
Increase.....	102.49	861.71	133.52
Average value each schoolhouse (colored), 1913-'14.....	247.38	4,199.27	430.57
Average value each schoolhouse (colored), 1912-'13.....	230.78	3,855.00	396.60
Increase.....	16.60	344.27	33.97

*Decrease.

LOG SCHOOLHOUSES, DISTRICTS, AND DISTRICTS WITHOUT HOUSES.

	1912-'13.	1913-'14.	Decrease.
Number of school districts.....	7,727	7,760	*33
White.....	5,416	5,423	* 7
Colored.....	2,311	2,337	*26
Number of log schoolhouses.....	254	165	89
White.....	114	40	74
Colored.....	140	125	15
Number of districts having no house.....	273	217	56
White.....	150	117	33
Colored.....	123	100	23

*Increase.

NUMBER OF SCHOOLS HAVING TWO OR MORE TEACHERS, ETC.

White.	1912-'13.	1913-'14.	Increase.
Number of rural white schools.....	5,425	5,427	2
Rural white school population.....	429,200	428,383	*792
Land area of State.....	48,580	48,580	-----
Average area covered by each rural school.....	8.9	8.9	-----
School population to each rural school.....	79	78.9	*.1
Number of schools having only one teacher.....	3,777	3,368	*4.09
Number of schools having two or more teachers.....	1,648	2,059	411
Number of schools in which some high school subjects are taught.....	1,038	1,124	86
Colored.	1912-'13.	1913-'14.	Increase.
Number of colored rural schools.....	2,263	2,318	55
Colored rural school population.....	195,857	198,737	3,057
Land area of State.....	48,580	48,580	-----
Average area covered by each rural school.....	21.4	20.9	*5
School population to each school.....	82.1	85	2.9
Number of schools having only one teacher.....	2,043	1,972	*71
Number of schools having two or more teachers.....	220	346	126
Number of schools in which some high school subjects are taught.....	75	65	*10

NUMBER AND SEX OF TEACHERS EMPLOYED.

	Rural.	City.	North Carolina.
Total number teachers employed, 1913-'14.....	10,994	2,261	13,255
Total number teachers employed, 1912-'13.....	10,315	2,079	12,394
Increase.....	679	182	861
White teachers, 1913-'14.....	8,344	1,738	10,082
White teachers, 1912-'13.....	7,782	1,596	9,378
Increase.....	562	142	704
Colored teachers, 1913-'14.....	2,650	523	3,173
Colored teachers, 1912-'13.....	2,533	483	3,016
Increase.....	117	40	157
White men employed, 1913-'14.....	2,028	201	2,229
White men employed, 1912-'13.....	1,985	200	2,185
Increase.....	43	1	44
White women employed, 1913-'14.....	6,316	1,537	7,853
White women employed, 1912-'13.....	5,797	1,396	7,193
Increase.....	519	141	660
Colored men employed, 1913-'14.....	709	121	830
Colored men employed, 1912-'13.....	774	110	884
Increase.....	*65	11	*54
Colored women employed, 1913-'14.....	1,941	402	2,343
Colored women employed, 1912-'13.....	1,759	373	2,132
Increase.....	182	29	211

*Decrease.

SCHOLARSHIP OF WHITE TEACHERS.

	Rural.	City.	North Carolina.
Total white teachers, 1913-'14.....	8,344	1,738	10,082
Total white teachers, 1912-'13.....	7,782	1,596	9,378
Increase.....	562	142	704
First grade, 1913-'14.....	6,357		6,357
First grade, 1912-'13.....	6,054		6,054
Increase.....	303		303
Second grade, 1913-'14.....	1,884		1,884
Second grade, 1912-'13.....	1,679		1,679
Increase.....	205		205
Third grade, 1913-'14.....	103		103
Third grade, 1912-'13.....	49		49
Increase.....	54		54
Number having normal training, 1913-'14.....	3,559	1,059	4,618
Number having normal training, 1912-'13.....	3,100	873	3,973
Increase.....	459	186	645
Number having four years' experience, 1913-'14.....	3,737	1,123	4,860
Number having four years' experience, 1912-'13.....	3,552	1,113	4,665
Increase.....	185	10	195
Number holding college diploma, 1913-'14.....	1,259	934	2,193
Number holding college diploma, 1912-'13.....	1,214	950	2,164
Increase.....	45	*16	29
Number teachers employed in local-tax districts, 1913-'14.....	3,207		3,207
Number teachers employed in local-tax districts, 1912-'13.....	2,817		2,817
Increase.....	390		390

*Decrease.

SCHOLARSHIP OF COLORED TEACHERS.

	Rural.	City.	North Carolina.
Total number colored teachers employed, 1913-'14.....	2,650	521	3,171
Total number colored teachers employed, 1912-'13.....	2,533	483	3,016
Increase.....	117	38	155
First grade, 1913-'14.....	888		888
First grade, 1912-'13.....	829		829
Increase.....	59		59
Second grade, 1913-'14.....	1,706		1,706
Second grade, 1912-'13.....	1,662		1,662
Increase.....	44		44
Third grade, 1913-'14.....	56		56
Third grade, 1912-'13.....	43		43
Increase.....	13		13
Number having normal training, 1913-'14.....	1,384	263	1,747
Number having normal training, 1912-'13.....	1,299	294	1,593
Increase.....	85	69	154
Number having four years' experience, 1913-'14.....	1,616	384	2,000
Number having four years' experience, 1912-'13.....	1,569	325	1,894
Increase.....	47	59	106
Number having college diploma, 1913-'14.....	366	177	543
Number having college diploma, 1912-'13.....	284	163	447
Increase.....	82	14	96
Number teachers employed in local-tax districts.....	554		554

FURNITURE OF RURAL SCHOOLHOUSES.

	White.	Colored.	North Carolina.
Number of rural schoolhouses.....	5,338	2,237	7,575
Number of rooms in schoolhouses.....	8,365	2,615	10,980
Furnished with patent desks.....	3,049	397	3,446
Furnished with home-made desks.....	1,860	1,222	3,082
Furnished with benches.....	429	618	1,047
Percentage furnished with patent desks.....	57	16	45
Percentage furnished with home-made desks.....	35	54	41
Percentage furnished with benches.....	8	30	14

NEW RURAL SCHOOLHOUSES BUILT AND THEIR COST.

	White.	Colored.	North Carolina.
Total new schoolhouses built, 1913-'14.....	291	115	406
Total new schoolhouses built, 1912-'13.....	315	59	404
Total for two years.....	606	204	810
Total cost of new schoolhouses built, 1913-'14.....			\$ 471,884.49
Total cost of new schoolhouses built, 1912-'13.....			339,523.28
Increase.....			132,361.21
Average cost of new rural schoolhouses built, 1913-'14.....			1,162.28
Average cost of new rural schoolhouses built, 1912-'13.....			840.45
Increase.....			321.83
Total houses repaired, 1913-'14.....			889
Total houses repaired, 1912-'13.....			929
Total cost repairs, 1913-'14.....			\$ 65,139.85
Total cost repairs, 1912-'13.....			53,669.88
Increase.....			11,469.97
Number rooms in new houses.....			718

REPORT OF LOAN FUND.

Total amount loaned since 1903, when fund was created.....	\$ 896,022.50
Number of counties aided.....	98
Number of districts aided.....	1,676
Number of children in districts aided.....	233,818
Number of new houses built with this fund.....	1,531
Value of the new houses built.....	\$2,411,500.00
Value of houses replaced.....	297,136.00
Total amount of loans from June 30, 1912, to June 30, 1914.....	207,447.00
Total number of counties receiving loans from June 30, 1912, to June 30, 1914.....	79

LOCAL TAX DISTRICTS.

Total number of districts voted during this biennial period.....	190
Total number districts to June 30, 1912.....	1,439
Total number districts to June 30, 1914.....	1,629

RURAL PUBLIC HIGH SCHOOLS—NUMBER SCHOOLS, TEACHERS, ENROLLMENT, AND
AVERAGE DAILY ATTENDANCE.

Number schools established.....		212
Number teachers, 1914.....		406
Male.....		232
Female.....		174
Enrollment.....	1912-'13.	1913-'14.
Males.....	3,871	3,998
Females.....	4,075	4,318
Total enrollment.....	7,946	8,316
Average daily attendance.....	1912-'13.	1913-'14.
Males.....	2,732	2,906
Females.....	3,189	3,401
Total average daily attendance.....	5,921	6,307

RURAL PUBLIC HIGH SCHOOLS—RECEIPTS AND EXPENDITURES.

RECEIPTS.	1912-'13.	1913-'14.
From local taxation.....	\$ 73,102.31	\$ 71,546.86
From private donations.....	6,117.26	9,019.10
From county apportionments.....	45,770.32	67,306.74
From State appropriation.....	73,000.00	74,200.00
Total receipts.....	\$ 197,989.89	\$ 222,072.70
EXPENDITURES.	1912-'13.	1913-'14.
For principals' salaries.....	\$ 154,732.55	\$ 167,793.27
For salaries, assistant teachers.....	35,103.96	43,329.70
For fuel, janitors and incidentals.....	6,709.14	9,690.02
Total expenditures.....	\$ 196,545.65	\$ 220,812.99

*Leaving out of account all balances.

REPORT OF RURAL LIBRARIES.

Total number original libraries to November 30, 1914.....	3,609
Total number supplemental libraries to November 30, 1914.....	1,525
Total number of original libraries established from November 30, 1912, to November 30, 1914.....	501
Total number supplemental November 30, 1912, to November 30, 1914.....	349

INDIANS OF ROBESON COUNTY.

The report of the Superintendent of Robeson County for 1913-1914 shows the following facts as to the Cherokee Indian schools of that county:

Indian children of school age	2,498
Indian children enrolled in schools	1,854
Indian children in daily attendance	1,164
Number of teachers.....	34
Number of schools.....	28
Number of school districts.....	27
Average term (days).....	102.66
Value school property.....	\$ 9,061.00

PART II.

STATISTICS 1912-1913

STATISTICS 1913-1914

A. RECEIPTS FOR SCHOOLS.

TABLE I. SCHOOL FUNDS AND SOURCES, 1912-1913.

This table shows the total school fund of each county and of each separate town or city school system for the scholastic year 1912-1913, and the sources of the same.

SUMMARY OF TABLE I AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Balance from 1911-'12.....	\$ 291,667.77	\$ 118,045.45	\$ 409,667.77
Local tax, 1912-'13.....	499,169.41	746,907.00	1,246,076.41
Local tax, 1911-'12.....	509,779.27	669,987.41	1,179,766.68
Increase.....	*10,609.86	76,919.59	66,309.73
Percentage of increase.....	*2	11.5	5.6
Loans, bonds, etc., 1912-'13.....	100,002.00	350,970.73	450,972.73
Loans, bonds, etc., 1911-'12.....	105,961.00	358,125.31	464,086.31
Increase.....	*5,959.00	*7,154.58	*13,113.58
County fund, 1912-'13.....	1,940,691.96	408,975.06	2,349,667.02
County fund, 1911-'12.....	1,827,130.26	389,835.40	2,216,965.66
Increase.....	113,561.70	19,139.66	132,701.36
Special State appropriations, elementary schools.....	214,401.86	-----	214,401.86
Special State appropriations, public high schools.....	71,250.00	-----	71,250.00
Private donations, State appropriations, etc., for libraries, 1912-'13.....	38,313.27	29,768.43	68,081.70
Private donations, State appropriations, etc., for libraries, 1911-'12.....	31,976.14	39,348.87	71,325.01
Increase.....	6,347.13	*9,580.44	*3,243.31
Total available school fund, 1912-'13.....	3,155,450.82	1,654,666.67	4,810,117.49
Total available school fund, 1911-'12.....	2,976,755.31	1,511,997.26	4,488,752.57
Increase.....	178,695.51	142,669.41	321,364.92
Percentage of increase.....	6	8.6	7.1
†Private donations (not included in above), 1912-'13.....	67,775.22	-----	67,775.22
†Private donations (not included in above), 1911-'12.....	65,112.56	-----	65,112.56
Increase.....	2,662.56	-----	2,662.56

*Decrease. †See Supplement to Table I.

SCHOOL FUND, 1912-1913

TABLE I. SCHOOL FUND AND SOURCES.

	Balance, 1911-'12.	County Fund, 20c. Taxes.	Local Taxes.	State \$250,000, Per Capita	State Equaliz- ing Fund.	State for Public High Schools.	Bonds, Loan Fund, Bor- rowed Money, etc.	Li- braries, Private Dona- tions, etc.	Total Fund.
Alamance.....	\$ 7,641.63	\$ 32,393.57	\$20,954.68	\$1,677.22	\$-----	\$ 750.00	\$ 6,504.96	\$ 998.13	\$ 70,920.19
Rural.....	*962.13	25,041.57	4,327.43	1,677.22	-----	750.00	5,500.00	555.88	36,889.97
Burlington.....	7,557.96	3,060.00	7,837.02	-----	-----	-----	1,004.96	287.85	19,747.79
Graham.....	400.32	1,975.00	4,867.19	-----	-----	-----	-----	63.27	7,305.78
Haw River.....	235.55	1,201.00	1,674.04	-----	-----	-----	-----	1.06	3,111.65
Mebane.....	409.93	1,116.00	2,249.00	-----	-----	-----	-----	90.07	3,865.00
Alexander.....	1,549.70	9,820.34	2,654.25	692.06	3,714.57	900.00	2,600.00	30.00	21,960.92
Alleghany.....	698.23	5,085.36	1,034.40	495.14	3,364.65	600.00	-----	-----	11,277.78
Anson.....	4,582.08	21,748.80	13,434.69	1,351.19	1,379.08	1,000.00	500.00	299.40	44,295.24
Rural.....	4,208.66	18,749.48	8,836.17	1,351.19	1,379.08	1,000.00	500.00	99.40	36,123.98
Wadesboro.....	373.42	2,999.32	4,598.52	-----	-----	-----	-----	200.00	8,171.26
Ashe.....	1,015.34	11,495.47	606.97	1,194.66	4,523.13	500.00	325.00	470.00	20,130.57
Avery.....	672.66	8,323.51	1,008.53	664.46	2,384.10	750.00	125.00	290.00	14,218.26
Beaufort.....	3,385.67	27,771.43	24,831.77	1,567.39	-----	800.00	9,993.00	1,271.53	69,620.79
Rural.....	3,274.76	20,971.43	6,083.38	1,567.39	-----	800.00	1,000.00	982.23	34,679.19
Washington.....	28.44	5,050.00	11,868.76	-----	-----	-----	8,100.00	289.30	25,336.50
Belhaven.....	82.47	1,750.00	6,879.63	-----	-----	-----	893.00	-----	9,605.10
Bertie.....	3,910.32	18,104.51	10,931.33	1,326.00	-----	850.00	130.00	57.00	35,309.16
Rural.....	2,460.72	16,784.51	5,724.15	1,326.00	-----	850.00	-----	57.00	27,202.38
Windsor.....	1,031.60	840.00	3,107.18	-----	-----	-----	-----	-----	4,978.78
Aulander.....	418.00	480.00	2,100.00	-----	-----	-----	130.00	-----	3,128.00
Bladen.....	3,947.37	16,138.38	5,292.94	1,130.37	2,500.27	750.00	365.00	84.96	30,209.29
Brunswick.....	4,522.10	11,654.47	2,014.72	772.58	131.38	450.00	750.00	-----	20,295.25
Buncombe.....	2,586.28	97,461.26	54,693.32	2,899.21	-----	1,150.00	52,500.00	639.29	211,929.36
Rural.....	*790.20	71,340.56	14,894.24	2,899.21	-----	1,150.00	2,500.00	639.29	92,633.10
Asheville.....	3,376.48	26,120.70	39,799.08	-----	-----	-----	50,000.00	-----	119,296.26
Burke.....	1,123.19	14,796.19	7,482.97	2,427.24	-----	500.00	62.23	1,006.76	27,398.58
Rural.....	485.42	13,196.19	-----	2,427.24	-----	500.00	-----	734.76	17,343.61
Morganton.....	637.77	1,600.00	7,482.97	-----	-----	-----	62.23	272.00	10,054.97
Cabarrus.....	3,205.40	25,478.54	13,834.00	1,418.36	-----	500.00	5,496.00	139.33	50,071.63
Rural.....	2,877.56	19,442.54	4,084.00	1,418.36	-----	500.00	200.00	60.00	28,582.46
Concord.....	327.84	6,036.00	9,750.00	-----	-----	-----	5,296.00	79.33	21,489.17
Caldwell.....	*268.44	15,852.97	9,236.75	1,129.08	3,706.74	500.00	9,069.51	540.00	39,766.61
Rural.....	34.97	12,258.71	630.09	1,129.08	3,706.74	500.00	3,700.00	540.00	22,499.59
Lenoir.....	40.35	2,586.25	7,369.89	-----	-----	-----	3,900.00	-----	13,896.49
Granite Falls.....	*369.69	708.01	900.00	-----	-----	-----	1,168.18	-----	2,406.50
Rhodiess.....	25.93	300.00	336.77	-----	-----	-----	301.33	-----	964.03
Camden.....	844.92	6,299.59	3,119.42	334.75	1,145.55	500.00	600.00	41.05	12,885.28
Carteret.....	7,480.57	11,015.39	4,727.50	722.25	1,448.88	500.00	-----	1,096.91	26,991.50
Rural.....	7,480.57	9,294.39	527.50	722.25	1,448.88	500.00	-----	1,057.92	21,031.51
Morehead City.....	-----	1,721.00	4,200.00	-----	-----	-----	-----	38.99	5,959.99
Caswell.....	2,982.99	10,495.51	555.82	791.25	2,243.15	400.00	-----	543.60	18,012.32
Rural.....	2,602.96	9,951.51	-----	791.25	2,243.15	400.00	-----	500.00	16,488.87
Pelham.....	380.03	544.00	555.82	-----	-----	-----	-----	43.60	1,523.45
Catawba.....	3,057.41	26,597.93	15,293.27	1,670.63	1,706.68	500.00	9,520.82	480.63	58,827.37
Rural.....	361.40	21,088.93	5,250.00	1,670.63	1,706.68	500.00	4,150.00	393.40	35,121.04
Hickory.....	1,093.64	3,509.00	6,826.84	-----	-----	-----	5,370.82	47.05	16,847.35
Newton.....	1,602.37	2,000.00	3,216.43	-----	-----	-----	-----	40.18	6,858.98
Chatham.....	3,704.30	18,725.93	5,262.03	-----	995.07	1,000.00	200.00	350.00	30,247.33
Cherokee.....	2,072.33	12,356.82	18,735.93	-----	822.58	500.00	300.00	207.68	34,495.34
Rural.....	1,320.99	12,356.82	1,158.41	-----	822.58	500.00	300.00	150.00	16,608.80
An rews.....	41.04	-----	8,517.52	-----	-----	-----	-----	57.68	8,616.24
Murphy.....	710.30	-----	8,500.00	-----	-----	-----	-----	-----	9,270.30

*Deficit.

SCHOOL FUND, 1912-1913

5

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance, 1911-'12.	County Fund, 20c. Taxes.	Local Taxes.	State \$250,000, Per Capita	State Equaliz- ing Fund.	State for Public High Schools.	Bonds, Loan Fund, Bor- rowed Money, etc.	Li- braries, Private Dona- tions, etc.	Total Fund.
Chowan.....	\$ 2,674.58	\$ 10,045.28	\$ 5,967.86	\$ 573.07	\$ 144.74	\$ -----	\$ 3,087.67	\$ 538.65	\$ 23,031.85
Rural.....	2,674.58	8,660.28	1,521.21	573.07	144.74	-----	1,000.00	350.95	14,924.83
Edenton.....	-----	1,385.00	4,446.65	-----	-----	-----	2,087.67	187.70	8,107.02
Clay.....	-----	3,399.93	933.79	203.64	308.31	750.00	775.00	-----	6,370.67
Cleveland.....	6,956.43	27,336.97	11,113.89	1,735.90	1,477.72	750.00	1,427.00	647.42	51,445.33
Rural.....	732.31	23,741.97	4,892.09	1,735.90	1,477.72	750.00	-----	150.05	33,480.04
Shelby.....	54.12	2,210.00	4,310.00	-----	-----	-----	1,427.00	342.25	8,343.37
Kings Mountain.....	6,170.00	1,385.00	1,911.80	-----	-----	-----	-----	155.12	9,621.92
Columbus.....	5,325.59	31,727.29	19,500.00	1,538.01	433.42	1,000.00	1,250.00	492.81	61,267.12
Craven.....	1,539.30	27,777.97	18,773.44	1,238.65	-----	1,000.00	2,000.00	3,001.50	55,330.86
Rural.....	1,380.75	19,440.59	4,762.74	1,238.65	-----	1,000.00	-----	3,001.50	30,824.23
New Bern.....	158.55	8,337.33	14,010.70	-----	-----	-----	2,000.00	-----	24,506.63
Cumberland.....	17,016.75	26,956.01	21,937.37	1,796.78	-----	850.00	-----	3,892.80	72,449.71
Rural.....	455.56	22,896.01	5,907.77	1,796.78	-----	850.00	-----	-----	31,816.12
Fayetteville.....	16,546.05	3,500.00	13,896.55	-----	-----	-----	-----	3,874.64	37,817.24
Hope Mills.....	15.14	650.00	2,133.05	-----	-----	-----	-----	18.16	2,816.35
Currituck.....	2,959.99	8,338.61	4,736.00	453.58	1,640.06	250.00	250.00	10.00	18,638.24
Dare.....	5,482.72	4,547.17	2,179.28	271.33	1,363.77	250.00	2,400.00	110.00	16,604.27
Davidson.....	750.74	33,536.78	12,197.34	1,649.21	551.17	500.00	-----	1,128.12	50,313.36
Rural.....	*959.34	29,149.90	3,132.95	1,649.21	551.17	500.00	-----	730.00	34,753.89
Lexington.....	*78.12	2,414.88	4,500.00	-----	-----	-----	-----	398.12	7,234.88
Thomasville.....	1,788.20	1,972.00	4,564.39	-----	-----	-----	-----	-----	8,324.59
Davie.....	665.29	14,615.38	4,324.92	753.59	1,434.02	500.00	-----	988.04	23,281.24
Rural.....	665.29	13,670.38	708.46	753.59	1,434.02	500.00	-----	988.04	18,719.78
Mocksville.....	-----	945.00	3,616.46	-----	-----	-----	-----	-----	4,561.46
Duplin.....	3,870.33	21,721.02	13,838.78	1,328.59	-----	500.00	3,032.00	759.56	45,050.28
Durham.....	19,943.07	73,221.45	47,142.53	2,066.95	-----	1,000.00	21,446.41	130.00	164,950.41
Rural.....	11,026.73	46,221.45	7,938.72	2,066.95	-----	1,000.00	3,000.00	130.00	71,383.85
Durham.....	8,916.34	27,030.00	39,203.81	-----	-----	-----	18,446.41	250.49	93,566.56
Edgecombe.....	4,608.64	33,125.94	17,961.11	1,691.58	-----	-----	2,725.00	490.03	60,602.30
Rural.....	4,262.72	28,292.91	5,444.44	1,691.58	-----	-----	725.00	239.51	49,536.22
Tarboro.....	345.92	4,923.00	12,546.67	-----	-----	-----	2,000.00	250.49	20,666.08
Forsyth.....	29,404.93	71,710.77	42,598.74	2,791.44	-----	1,250.00	-----	1,198.80	148,954.68
Rural.....	28,587.46	49,610.77	2,192.71	2,791.44	-----	1,250.00	-----	398.80	84,831.18
Winston.....	-----	21,000.00	39,711.50	-----	-----	-----	-----	-----	60,711.50
Kernersville.....	817.47	1,100.00	694.53	-----	-----	-----	-----	800.00	3,412.00
Franklin.....	3,955.92	23,420.81	14,497.35	4,558.72	-----	700.00	5,679.92	409.10	53,221.82
Rural.....	218.49	19,290.81	3,302.18	4,558.72	-----	700.00	-----	383.10	28,453.30
Franklinton.....	*32.47	2,000.00	4,187.46	-----	-----	-----	5,448.92	26.00	11,629.91
Louisburg.....	1,993.20	1,280.00	5,333.72	-----	-----	-----	-----	-----	8,606.92
Youngsville.....	1,776.70	850.00	1,673.99	-----	-----	-----	231.00	-----	4,531.69
Gaston.....	1,329.81	38,101.03	22,622.62	2,091.59	-----	1,500.00	12,661.00	540.16	78,846.21
Rural.....	1,315.66	30,601.03	9,591.27	2,091.59	-----	1,500.00	2,500.00	224.50	47,824.05
Gastonia.....	14.15	7,500.00	13,031.35	-----	-----	-----	10,161.00	315.66	31,022.16
Gates.....	1,507.21	17,768.19	4,120.27	651.89	594.17	750.00	750.00	188.55	26,330.19
Graham.....	91.71	5,447.69	482.15	261.10	784.61	-----	-----	-----	7,067.26
Granville.....	*1,895.68	25,637.65	13,083.41	1,415.28	1,136.17	1,000.00	4,050.00	421.16	44,937.99
Rural.....	*5,853.68	22,869.65	8,075.50	1,415.28	1,136.17	1,000.00	2,500.00	-----	31,142.92
Oxford.....	4,048.00	2,768.00	5,007.91	-----	-----	-----	1,550.00	421.16	13,795.07
Greene.....	1,219.04	10,586.49	1,762.86	753.42	179.34	600.00	-----	858.36	15,959.51

*Deficit.

SCHOOL FUND, 1912-1913

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance, 1911-12.	County Fund, 20c. Taxes.	Local Taxes.	State \$250,000, Per Capita	State Equaliz- ing Fund.	State for Public High Schools.	Bonds, Loan Fund, Bor- rowed Money, etc.	Li- braries, Private Dona- tions, etc.	Total Fund.
Guilford.....	\$10,428.65	\$88,721.50	\$67,541.05	\$3,391.45	—	\$4,150.00	\$50,647.00	\$4,262.85	\$229,142.50
Rural.....	8,339.69	68,925.33	19,000.00	3,391.45	—	4,150.00	2,050.00	962.47	106,818.94
Greensboro.....	1,096.34	10,239.00	32,957.20	—	—	—	37,997.00	3,040.00	85,329.54
High Point.....	467.10	8,010.00	12,946.46	—	—	—	10,100.00	46.65	31,570.21
Guilford College.....	5.38	520.17	1,312.09	—	—	—	500.00	213.73	2,551.37
Gibsonville.....	520.14	1,027.00	1,325.30	—	—	—	—	—	2,872.44
Halifax.....	16,134.37	34,712.44	17,813.33	1,909.38	—	500.00	4,737.75	1,795.09	77,602.36
Rural.....	14,289.80	28,039.44	—	1,909.38	—	500.00	—	600.00	45,338.62
Scotland Neck.....	*2,931.08	1,512.00	3,257.09	—	—	—	4,737.75	730.14	7,305.90
Weldon.....	*625.61	1,556.00	5,301.28	—	—	—	—	—	6,231.67
Enfield.....	5,232.71	1,700.00	4,740.23	—	—	—	—	81.70	11,754.64
Roanoke Rapids.....	168.55	1,905.00	4,514.73	—	—	—	—	383.25	6,971.53
Harnett.....	1,496.07	19,138.87	9,273.89	—	1,026.80	750.00	12,750.00	115.05	44,550.68
Rural.....	959.42	17,138.87	4,273.89	—	1,026.80	750.00	3,750.00	105.00	28,003.98
Dunn.....	536.65	2,000.00	5,000.00	—	—	—	9,000.00	10.05	16,546.70
Haywood.....	2,964.37	18,399.73	13,240.26	1,183.71	—	650.00	19,500.00	741.21	56,679.78
Rural.....	2,026.79	14,420.53	2,543.09	1,183.71	—	650.00	—	275.45	21,099.57
Waynesville.....	*100.00	1,903.64	5,447.79	—	—	—	19,500.00	465.76	27,217.19
Canton.....	1,038.08	2,075.56	5,249.38	—	—	—	—	—	8,363.02
Henderson.....	14,950.65	18,898.79	9,805.37	932.64	1,028.06	500.00	—	971.76	47,107.27
Rural.....	14,835.83	15,851.79	6,430.06	932.64	1,028.06	500.00	—	560.00	40,138.38
Hendersonville.....	114.82	3,047.00	3,375.31	—	—	—	—	431.76	6,968.89
Hertford.....	445.95	12,955.32	2,073.65	—	1,474.85	—	1,770.00	20.00	18,739.77
Hoke.....	1,429.68	10,429.19	4,879.37	—	—	800.00	2,700.00	280.50	20,518.74
Hyde.....	7,447.03	7,219.43	3,986.40	497.09	2,456.45	500.00	—	110.50	22,216.90
Iredell.....	3,438.78	36,334.28	19,172.25	1,918.86	—	1,000.00	9,825.00	1,383.98	73,073.14
Rural.....	502.14	30,634.27	6,439.04	1,918.86	—	1,000.00	4,175.00	176.00	44,845.31
Mooresville.....	1,264.92	3,200.00	5,733.21	—	—	—	3,150.00	89.23	13,437.36
Statesville.....	1,671.72	2,500.00	7,000.00	—	—	—	2,500.00	1,118.75	14,790.47
Jackson.....	398.04	13,394.18	8,230.10	705.05	3,652.23	1,000.00	—	390.87	27,770.47
Johnston.....	13,801.64	41,817.03	23,693.65	2,378.60	—	1,250.00	12,500.00	604.84	96,045.76
Rural.....	9,471.13	38,801.13	14,984.78	2,378.60	—	1,250.00	4,000.00	390.00	71,275.64
Smithfield.....	2,312.73	1,350.90	4,261.09	—	—	—	—	—	7,924.72
Selma.....	2,017.78	1,665.00	4,447.78	—	—	—	8,500.00	214.84	16,845.40
Jones.....	527.11	9,280.97	3,069.22	499.69	1,110.92	750.00	—	25.00	15,262.91
Lee.....	2,074.58	12,074.48	8,253.25	—	303.35	500.00	1,594.00	418.84	25,718.50
Rural.....	1,683.51	9,324.48	1,417.69	—	303.35	500.00	—	241.45	13,470.48
Sanford.....	391.07	1,500.00	4,920.79	—	—	—	1,594.00	177.39	8,583.25
Jonesboro.....	—	750.00	2,914.77	—	—	—	—	—	3,664.77
Lenoir.....	4,795.99	20,631.85	14,550.61	1,177.78	—	300.00	—	35.00	41,500.23
Rural.....	3,328.81	13,355.85	1,338.87	1,177.78	—	300.00	—	35.00	19,536.31
Kinston.....	82.86	5,700.00	10,256.62	—	—	—	—	—	16,039.48
LaGrange.....	1,384.32	1,576.00	2,964.12	—	—	—	—	—	5,924.44
Lincoln.....	2,076.54	14,983.91	5,725.31	1,542.32	1,021.12	700.00	600.00	601.69	27,250.89
Rural.....	1,957.69	12,489.91	2,094.29	1,542.32	1,021.12	700.00	600.00	134.25	20,539.58
Lincolnton.....	118.85	2,494.00	3,631.02	—	—	—	—	467.44	6,711.31
Macon.....	1,017.30	9,794.22	6,434.90	705.53	1,125.00	750.00	—	457.73	20,284.68
Madison.....	8,024.09	16,516.67	2,631.18	2,142.81	1,257.16	600.00	300.00	310.81	31,782.72
Martin.....	21,892.21	17,241.78	11,220.36	—	971.93	600.00	1,000.00	347.53	53,273.81
Rural.....	21,051.54	15,461.78	4,422.73	—	971.93	600.00	1,000.00	60.00	43,567.98
Williamston.....	759.16	975.00	4,372.35	—	—	—	—	—	6,106.51
Robersonville.....	81.51	805.00	2,425.28	—	—	—	—	287.53	3,599.32

*Deficit.

SCHOOL FUND, 1912-1913

7

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance, 1911-12.	County Fund, 20c. Taxes.	Local Taxes.	State \$250,000, Per Capita	State Equaliz- ing Fund.	State for Public High Schools.	Bonds, Loan Fund, Bor- rowed Money, etc.	Li- braries, Private Dona- tions, etc.	Total Fund.
McDowell.....	\$ 1,668.68	\$ 17,170.61	\$13,047.16	\$ 935.73	\$ 1,134.98	\$ 850.00	\$21,245.00	\$ 390.88	\$56,443.04
Rural.....	1,319.23	15,290.61	6,487.60	935.73	1,134.98	850.00	3,000.00	273.03	29,291.18
Marion.....	314.86	1,400.00	5,334.56				18,245.00		25,294.42
Old Fort.....	34.59	480.00	1,225.00					117.85	1,857.44
Mecklenburg.....	3,507.84	89,072.69	52,026.79	7,123.00		1,000.00	21,000.00	3,249.78	176,980.10
Rural.....	2,319.69	57,161.09	9,928.65	7,123.00		1,000.00		2,981.70	80,514.13
Charlotte.....	1,188.15	31,911.60	42,098.14				21,000.00	268.08	96,465.97
Mitchell.....	204.35	7,683.38	1,570.11	615.27	2,230.25	500.00	310.00	490.00	13,603.36
Montgomery.....	1,146.61	11,469.79	4,238.22	864.79	477.34	1,000.00		20.00	19,216.75
Rural.....	916.05	10,369.79	2,903.47	864.79	477.34	1,000.00		20.00	16,551.44
Troy.....	230.56	1,100.00	1,334.75						2,665.31
Moore.....	15,252.08	18,686.09	14,142.99			600.00	250.00	1,826.02	50,757.18
Rural.....	2,539.26	16,472.84	5,746.97			600.00		1,170.49	26,479.56
Carthage.....	12,619.79	1,110.00	3,257.88					87.16	17,074.83
Southern Pines....	93.03	653.25	2,964.14				250.00	368.37	4,328.79
Aberdeen.....		500.00	2,174.00					200.00	2,874.00
Nash.....	12,388.57	32,331.80	33,296.40	1,914.45		1,150.00		3,107.33	84,248.55
Rural.....	12,359.99	27,172.76	13,204.36	1,914.45		1,150.00		2,231.27	58,032.83
Rocky Mount.....	28.58	5,219.04	20,092.04					876.06	26,215.72
New Hanover.....	670.04	79,714.06		1,327.77				20.00	81,731.87
Rural.....	670.04	18,088.95		1,327.77				20.00	20,106.76
Wilmington.....		61,625.11							61,625.11
Northampton.....	*2,554.47	22,256.92	12,227.16		353.50	1,100.00	2,200.00	198.61	35,781.72
Onslow.....	3,346.26	17,508.04	7,238.90	800.99	2,007.74	800.00	450.00	115.00	32,266.93
Orange.....	86.70	22,505.21	6,174.05	830.21	1,032.00	950.00	3,902.00	1,856.34	37,336.51
Rural.....	65.86	22,081.60	3,738.93	830.21	1,032.00	950.00	2,000.00	133.50	30,832.10
Chapel Hill.....	20.84	423.61	2,435.12				1,902.00	1,722.84	6,504.41
Pamlico.....	2,596.72	8,392.11	4,690.19	558.94	3,635.43	400.00	1,100.00	161.00	21,534.39
Pasquotank.....	874.48	17,291.70	14,329.38	892.06			8,000.00	1,692.07	43,079.69
Rural.....	80.03	10,021.70		892.06				247.40	11,241.19
Elizabeth City....	794.45	7,270.00	14,329.38				8,000.00	1,444.67	31,838.50
Pender.....	4,977.44	14,495.73	10,566.71	850.50	1,485.45	750.00	1,700.00	67.00	34,892.83
Perquimans.....	2,269.60	8,773.34	5,499.00	595.95			1,992.50	790.25	19,920.64
Rural.....	2,232.78	7,298.34	386.08	595.95			1,400.00	298.64	12,211.79
Hertford.....	36.82	1,475.00	5,112.92				592.50	491.61	7,708.85
Person.....	3,182.19	15,650.37	3,503.53		653.68			1,130.00	24,119.79
Rural.....	2,837.70	13,850.37			653.68			30.00	17,371.75
Roxboro.....	344.49	1,800.00	3,503.55					1,100.00	6,748.04
Pitt.....	1,449.75	43,058.10	17,262.56	2,149.22		1,000.00	3,038.00	482.40	68,440.03
Rural.....	843.86	40,905.60	9,175.96	2,149.22		1,000.00		206.76	54,281.40
Greenville.....	605.89	2,152.50	8,086.60				3,038.00	275.64	14,158.63
Polk.....	1,902.24	6,503.77	440.00	444.94	245.29	400.00	175.00	350.00	10,461.24
Randolph.....	371.21	23,456.20	13,536.04	1,482.49	732.16		11,450.00	1,811.58	52,839.68
Rural.....	196.26	22,021.82	5,938.00	1,482.49	732.16		750.00	308.92	31,429.65
Asheboro.....	319.99	694.42	5,798.04					603.58	7,416.03
Randleman.....	*145.04	739.96	1,800.00				10,700.00	899.08	13,991.00
Richmond.....	2,985.44	20,499.69	15,688.39	1,134.27		650.00	6,234.70	407.18	47,599.67
Rural.....	2,492.26	17,540.62	4,800.89	1,134.27		650.00	900.00	83.27	27,601.31
Rockingham.....	464.98	1,697.35	6,660.41				5,334.70	222.44	14,379.88
Hamlet.....	28.20	1,261.72	4,227.09					101.47	5,618.48

*Deficit.

SCHOOL FUND, 1912-1913

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance, 1911-'12.	County Fund, 20c. Taxes.	Local Taxes.	State \$250,000, Per Capita	State Equaliz- ing Fund.	State for Public High Schools.	Bonds, Loan Fund, Bor- rowed Money, etc.	Li- braries, Private Dona- tions, etc.	Total Fund.
Robeson.....	\$ 284.51	\$ 46,422.69	\$ 33,196.82	\$2,571.69	\$-----	\$1,550.00	\$ 3,700.00	\$1,297.62	\$ 89,023.33
Rural.....	*1,133.96	43,906.21	26,072.17	2,571.69	-----	1,550.00	1,750.00	374.56	75,090.67
Maxton.....	224.00	1,041.48	2,800.51	-----	-----	-----	700.00	892.53	5,658.52
Lumberton.....	1,194.47	1,475.00	4,324.14	-----	-----	-----	1,250.00	30.53	8,274.14
Rockingham.....	1,468.24	38,470.46	13,225.20	1,969.35	-----	750.00	1,150.00	769.94	57,803.19
Rural.....	2,425.79	35,102.46	5,745.41	1,969.35	-----	750.00	1,150.00	314.52	47,457.53
Reidsville.....	*957.55	3,368.00	7,479.79	-----	-----	-----	-----	455.42	10,345.66
Rowan.....	*6,090.91	46,643.55	19,521.16	2,039.56	-----	1,000.00	250.00	690.00	64,053.36
Rural.....	*6,090.91	38,353.80	5,249.65	2,039.56	-----	1,000.00	250.00	90.00	40,892.10
Salisbury.....	7,119.25	17,119.25	11,390.41	-----	-----	-----	-----	-----	18,509.66
Spencer.....	-----	1,170.50	2,881.10	-----	-----	-----	-----	690.00	4,651.60
Rutherford.....	3,373.16	21,732.67	4,474.85	1,581.19	747.19	800.00	630.00	1,177.50	34,516.56
Rural.....	3,373.16	20,905.39	2,460.02	1,581.19	747.19	800.00	-----	1,177.50	31,044.45
Rutherfordton.....	-----	827.28	2,014.83	-----	-----	-----	630.00	-----	3,472.11
Sampson.....	7,774.56	27,922.66	17,247.72	1,602.78	1,701.16	1,000.00	24,550.00	220.00	82,018.88
Rural.....	5,154.20	27,122.66	13,879.09	1,602.78	1,701.16	1,000.00	2,800.00	220.00	53,479.89
Clinton.....	2,620.36	800.00	3,368.63	-----	-----	-----	21,750.00	-----	28,538.99
Scotland.....	1,621.69	16,870.51	5,411.31	741.57	-----	1,100.00	1,450.00	773.35	27,968.43
Rural.....	1,275.51	13,712.33	-----	741.57	-----	1,100.00	-----	400.00	17,229.41
Laurinburg.....	346.18	3,158.18	5,411.31	-----	-----	-----	1,450.00	373.35	10,739.02
Stanly.....	4,156.50	16,797.38	6,313.68	1,219.34	-----	250.00	7,269.90	120.00	36,126.80
Rural.....	3,264.00	14,922.38	2,112.50	1,219.34	-----	250.00	5,000.00	120.00	26,888.22
Albemarle.....	892.50	1,875.00	4,201.18	-----	-----	-----	2,269.90	-----	9,238.58
Stokes.....	-----	15,808.41	1,637.69	1,187.35	2,145.20	1,000.00	1,050.00	367.55	23,196.20
Surry.....	2,081.17	21,518.10	9,903.63	1,740.09	-----	-----	3,100.00	509.34	38,852.33
Rural.....	1,743.96	18,918.10	2,845.00	1,740.09	-----	-----	500.00	52.00	25,799.15
Mt. Airy.....	429.08	2,300.00	6,463.63	-----	-----	-----	2,600.00	423.47	12,216.18
Westfield.....	*91.87	300.00	595.00	-----	-----	-----	-----	33.87	837.00
Swain.....	*236.09	12,731.01	4,963.31	578.75	-----	750.00	1,425.00	60.00	20,271.98
Transylvania.....	9,733.16	11,930.66	6,018.93	422.09	1,544.92	600.00	350.00	73.90	30,673.66
Tyrrell.....	848.90	5,956.80	906.84	671.47	265.97	750.00	-----	250.00	9,649.98
Union.....	1,547.54	37,063.85	20,034.71	1,858.79	-----	850.00	4,588.51	60.00	66,003.40
Rural.....	866.59	34,063.85	12,205.06	1,858.79	-----	850.00	-----	60.00	49,904.28
Monroe.....	680.96	3,000.00	7,829.65	-----	-----	-----	4,588.51	-----	16,099.12
Vance.....	3,905.91	18,376.32	11,054.78	1,116.57	-----	750.00	-----	277.95	35,481.53
Rural.....	2,506.92	11,855.82	1,834.22	1,116.57	-----	750.00	-----	50.00	18,068.53
Henderson.....	1,398.99	6,520.50	9,220.56	-----	-----	-----	-----	272.95	17,413.00
Wake.....	9,207.40	80,136.86	64,128.66	3,478.30	-----	1,650.00	1,050.00	2,560.27	162,211.49
Rural.....	925.05	56,610.86	18,264.98	3,478.30	-----	1,650.00	1,050.00	1,669.52	83,648.71
Raleigh.....	8,282.35	23,526.00	45,863.68	-----	-----	-----	-----	890.75	78,562.78
Warren.....	5,070.98	16,189.32	7,922.68	1,152.45	88.35	750.00	1,200.00	175.00	32,548.78
Washington.....	4,895.74	12,327.99	7,157.18	794.03	-----	600.00	1,500.00	772.70	28,047.64
Rural.....	2,559.81	10,677.99	1,995.41	794.03	-----	600.00	1,500.00	600.00	18,727.24
Roper.....	646.51	650.00	1,653.49	-----	-----	-----	-----	-----	2,950.00
Plymouth.....	1,699.42	1,000.00	3,508.28	-----	-----	-----	-----	172.70	6,370.40
Watauga.....	3,758.45	8,222.83	698.61	825.67	1,798.68	-----	-----	120.00	15,424.24
Wayne.....	2,129.58	38,469.54	27,621.95	1,926.81	-----	1,300.00	4,247.64	89.30	75,784.82
Rural.....	*1,288.91	30,543.54	5,038.12	1,926.81	-----	1,300.00	1,700.00	89.30	39,308.86
Goldsboro.....	2,567.18	4,000.00	17,905.43	-----	-----	-----	2,157.39	-----	26,630.00
Mt. Olive.....	731.31	1,944.00	2,703.69	-----	-----	-----	-----	-----	5,379.00
Fremont.....	120.00	1,982.00	1,974.71	-----	-----	-----	390.25	-----	4,466.96

*Deficit.

SCHOOL FUND, 1912-1913

9

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance, 1911-'12.	County Fund, 20c. Taxes.	Local Taxes.	State \$250,000, Per Capita	State Equal- izing Fund.	State for Public High Schools	Bonds, Loan Fund, Bor- rowed Money, etc.	Li- braries, Private Dona- tions, etc.	Total Fund.
Wilkes.....	\$ 2,426.36	\$ 21,050.81	\$ 7,191.47	\$ 1,868.37	\$ 4,501.15	\$ 750.00	\$22,640.00	\$1,022.63	\$ 61,450.73
Rural.....	2,406.88	20,450.81	4,013.32	1,868.37	4,501.15	750.00	4,350.00	781.14	39,121.67
N. Wilkesboro..	19.42	600.00	3,178.15	-----	-----	-----	18,290.00	241.49	22,329.06
Wilson.....	15,455.01	25,623.72	18,468.59	3,297.37	-----	750.00	8,675.21	1,044.63	73,314.53
Rural.....	11,728.05	18,147.22	2,094.47	3,297.37	-----	750.00	-----	500.00	36,517.11
Wilson.....	400.80	5,850.50	13,428.73	-----	-----	-----	8,017.18	200.00	27,897.21
Lucama.....	3,275.16	776.00	564.73	-----	-----	-----	658.03	344.63	5,618.55
Elm City.....	51.00	850.00	2,380.66	-----	-----	-----	-----	-----	3,281.66
Yadkin.....	10.95	12,116.13	341.85	829.40	3,670.20	800.00	-----	10.00	17,778.53
Yancey.....	365.32	7,522.12	2,075.04	814.14	2,529.33	500.00	600.00	220.00	14,625.95
North Carolina ..	409,667.77	2,349,697.02	1,246,076.41	125,880.69	88,521.17	71,250.00	450,972.73	68,081.70	4,810,117.49
Rural.....	291,622.32	1,940,691.96	499,169.41	125,880.69	88,521.17	71,250.00	100,002.09	38,313.27	3,155,459.82
City.....	118,045.45	408,975.06	746,907.00	-----	-----	-----	350,970.73	29,768.43	1,654,666.67

SUPPLEMENT TO TABLE I.—RURAL SCHOOL FUNDS NOT REPORTED
BY COUNTY TREASURERS.

Counties.	Local Taxes.	Donations for Libraries.	Donations for Buildings.	To Increase School Term.	Miscel- laneous.	Total.
Alamance.....	\$.....	\$.....	\$ 1,000.00	\$ 350.00	\$ 1,105.00	\$ 2,455.00
Alexander.....						
Alleghany.....			1,710.00	500.00		2,210.00
Anson.....		46.28	100.00	333.54	835.16	1,314.98
Ashe.....		30.00		410.00		440.00
Avery.....			640.00			640.00
Beaufort.....			800.00	150.00		950.00
Bertie.....		51.11	91.46	144.60	562.38	849.55
Bladen.....		21.01	149.24	530.00	264.00	964.25
Brunswick.....		15.00	215.47	124.00	63.83	418.30
Buncombe.....						
Burke.....						
Cabarrus.....		36.00	657.50	52.00	200.69	946.19
Caldwell.....		40.00	1,301.00	1,112.00	231.00	2,684.00
Camden.....		10.00	15.20	26.00	212.48	263.68
Carteret.....						
Caswell.....		50.00	150.00	300.00		500.00
Catawba.....			320.00	219.00		539.00
Chatham.....		21.00	1,642.36	622.29	100.05	2,385.60
Cherokee.....				105.00		105.00
Chowan.....			260.00			260.00
Clay.....						
Cleveland.....						
Columbus.....		75.00	300.00	600.00		975.00
Craven.....		10.00		200.00		210.00
Cumberland.....						
Currituck.....		36.80	270.00	344.25	300.50	951.55
Dare.....		20.00				20.00
Davidson.....				185.00		185.00
Davie.....				1,120.00		1,120.00
Duplin.....						
Durham.....		70.00				70.00
Edgecombe.....		118.75	33.33	75.80	582.71	811.19
Forsyth.....			15.00	200.00	163.00	378.00
Franklin.....						
Gaston.....				1,000.00		1,000.00
Gates.....		10.00		382.25	313.00	705.25
Graham.....						
Granville.....						
Greene.....		80.00	268.60	1,211.90	960.35	2,520.85
Guilford.....		54.90	223.50	571.00	643.36	1,492.76
Halifax.....						
Harnett.....						
Haywood.....						
Henderson.....		20.00	1,737.00			1,757.00
Hertford.....						
Hoke.....			315.00			315.00
Hyde.....						
Iredell.....		50.00	950.00	740.00		1,740.00
Jackson.....		20.00	852.00	335.87		1,207.87
Johnston.....						
Jones.....		25.00	121.25	87.50	192.25	426.00
Lee.....			928.95	120.00		1,048.95
Lenoir.....				915.50		915.50

SCHOOL FUND, 1912-1913

11

SUPPLEMENT TO TABLE I. RURAL SCHOOL FUNDS NOT REPORTED—Continued.

Counties.	Local Taxes.	Donations for Libraries.	Donations for Buildings.	To Increase School Term.	Miscel- laneous.	Total.
Lincoln.....	\$	\$	\$ 175.00	\$ 125.00	\$	\$ 300.00
Macon.....						
Madison.....						
Martin.....						
McDowell.....						
Mecklenburg.....						
Mitchell.....		20.00	300.00	53.00		373.00
Montgomery.....			1,392.00		1,013.63	2,405.63
Moore.....						
Nash.....						
New Hanover.....					248.25	248.25
Northampton.....		175.00	2,650.00	320.00		3,145.00
Onslow.....					28.00	28.00
Orange.....		28.35	400.00	468.00	375.91	1,272.26
Pamlico.....					532.00	532.00
Pasquotank.....					255.00	255.00
Pender.....		40.00	34.50	145.00		219.50
Perquimans.....						
Person.....						
Pitt.....		50.00	800.00	600.00		1,450.00
Polk.....		50.00				50.00
Randolph.....						
Richmond.....				945.00		945.00
Robeson.....			1,987.62	999.13	278.99	3,265.74
Rockingham.....			1,200.00			1,200.00
Rowan.....	2,500.00		2,150.00	259.40	500.00	5,409.40
Rutherford.....			107.25	2,522.50	547.08	3,176.83
Sampson.....		60.00	1,104.53	741.85	1,510.05	3,416.43
Scotland.....						
Stanly.....						
Stokes.....			100.00	22.50	96.22	218.22
Surry.....					247.90	247.90
Swain.....						
Transylvania.....		46.10	90.15	154.22	359.45	649.92
Tyrrell.....						
Union.....		48.00	3,012.50			3,060.50
Vance.....		5.00		20.00		25.00
Wake.....						
Warren.....			47.12			47.12
Washington.....						
Watauga.....		40				40.00
Wayne.....						
Wilkes.....						
Wilson.....						
Yadkin.....			20.00	739.80		759.80
Yancey.....						
Total.....	2,500.00	1,473.30	30,638.63	20,441.05	12,722.24	67,775.22

TABLE II. PER CAPITA AMOUNT RAISED FOR EACH CHILD, 1912-1913.

This table shows the school fund actually raised during the year, the per capita amount raised for each child of school age, the total amount of all taxable property, and the amount of taxable property for each child of school age.

	Rural.	City.	North Carolina.
Total available fund, 1912-'13.....	\$3,155,450.82	\$1,654,666.67	\$ 4,810,117.49
Total available fund, 1911-'12.....	2,996,755.31	1,511,997.26	4,488,752.57
Increase.....	178,695.51	142,669.41	321,364.92
School population, 1912-'13.....	624,855	141,534	766,389
School population, 1911-'12.....	625,057	137,550	762,607
Increase.....	*202	3,984	3,782
Available fund for each child.....	\$ 5.49	\$ 11.68	\$ 6.27
Total funds raised for schools by taxation, 1912-'13.....	2,439,861.37	1,155,882.60	3,595,743.97
Total funds raised for schools by taxation, 1911-'12.....	2,336,909.53	1,059,822.81	3,396,732.34
Increase.....	102,951.84	96,059.79	199,011.63
Per capita raised by taxation for each child, 1912-'13.....	3.90	8.17	4.70
Per capita raised by taxation for each child, 1911-'12.....	3.73	7.70	4.45
Increase.....	.17	.47	.25
Value of all taxable property.....			747,500,632.00
Taxable property for each child, 1912-'13.....			975.35

*Decrease.

TABLE III. AMOUNT RAISED BY TAXATION FOR EACH \$100 TAXABLE PROPERTY FOR EACH INHABITANT, CENSUS 1910.

	Rural.	City.	North Carolina.
Available fund for each child.....	\$ 5.49	\$ 11.68	\$ 6.27
Per capita amount raised by taxation for each child of school age, 1912-'13.....	3.90	8.17	4.70
Taxable property for each child, 1912-'13.....			975.35
Amount raised for each \$100 taxable property, 1912-'13.....			.64
Per capita amount raised (1912-'13) for each inhabitant (census 1910).....			1.65

B. SCHOOL EXPENDITURES.

TABLE IV. SUMMARY OF EXPENDITURES, 1912-1913.

This table gives the total amount spent in teaching and supervision, buildings and supplies, administration, etc.; the balance on hand June 30, 1913, and the total expenditures.

SUMMARY OF TABLE IV AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Total expenditures, 1912-'13.....	\$2,878,117.78	\$1,496,465.72	\$ 4,374,583.50
Total expenditures, 1911-'12.....	2,703,990.72	1,374,129.32	4,078,120.04
Increase.....	174,127.06	122,336.40	296,463.46
Teaching and supervision, 1912-'13.....	2,045,269.67	911,618.88	2,956,888.55
Teaching and supervision, 1911-'12.....	1,714,147.31	813,469.43	2,527,616.74
Increase.....	331,122.36	98,149.45	429,271.81
Buildings and supplies, 1912-'13.....	588,248.26	347,687.34	935,935.60
Buildings and supplies, 1911-'12.....	519,225.83	397,037.50	916,263.33
Increase.....	69,022.43	*49,350.16	19,672.27
Administration, 1912-'13.....	149,804.73	27,249.37	177,054.10
Administration, 1911-'12.....	129,926.27	34,499.07	164,425.34
Increase.....	19,878.46	*7,249.70	12,628.76
Loans repaid, interest, etc.....	94,795.12	209,910.13	304,705.25
Balance on hand June 30, 1913.....	277,333.03	158,200.96	435,533.99
Percentage for teaching and supervision, 1912-'13.....	71.06	60.95	67.59
Percentage for buildings and supplies, 1911-'13.....	20.46	23.2	21.4
Percentage for administration, 1912-'13.....	5.2	1.8	4.05

*Decrease.

EXPENDITURES, 1912-1913

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money Repaid, etc.	Balance or Deficit.
Alamance.....	\$ 70,920.19	\$ 75,879.69	\$ 45,923.89	\$17,118.30	\$ 2,681.27	\$10,156.23	\$*4,959.50
Rural.....	36,889.97	42,370.94	26,357.89	13,440.24	2,572.81	-----	*5,480.97
Burlington.....	19,747.79	19,741.69	9,761.00	1,724.68	63.10	8,192.91	6.10
Graham.....	7,305.78	7,223.03	5,345.00	938.71	25.00	914.32	82.75
Haw River.....	3,111.65	3,105.59	1,920.00	314.67	10.92	860.00	6.06
Mebane.....	3,865.00	3,438.44	2,540.00	700.00	9.44	189.00	426.56
Alexander.....	21,960.02	17,988.34	12,371.89	4,935.71	659.94	20.80	3,972.58
Alleghany.....	11,277.78	10,564.26	8,586.33	1,396.29	570.02	11.62	713.52
Anson.....	44,295.24	39,140.15	29,117.70	7,849.24	2,118.43	54.79	5,155.09
Rural.....	36,123.98	31,079.71	23,107.70	5,892.12	2,026.36	53.54	5,044.27
Wadesboro.....	8,171.26	8,060.44	6,010.00	1,957.12	92.07	1.25	110.82
Ashe.....	20,130.57	19,007.47	15,992.27	2,061.30	757.91	195.99	1,123.10
Avery.....	14,218.26	12,776.42	9,467.68	1,459.71	769.25	1,079.78	1,441.84
Beaufort.....	69,620.79	63,484.49	41,411.93	11,752.88	1,458.35	8,861.33	6,136.30
Rural.....	34,679.19	30,563.13	23,794.18	5,484.56	1,246.06	38.33	4,116.06
Washington.....	25,336.50	25,168.85	13,627.75	3,453.58	157.52	7,930.00	167.65
Belhaven.....	9,605.10	7,752.51	3,990.00	2,814.74	54.77	893.00	1,852.59
Bertie.....	35,309.16	32,527.26	25,071.32	4,333.83	1,048.95	2,073.16	2,781.90
Rural.....	27,202.38	25,211.51	20,167.32	3,537.83	909.20	597.16	1,990.87
Windsor.....	4,978.78	4,187.75	2,700.00	345.00	139.75	1,003.00	791.03
Aulander.....	3,128.00	3,128.00	2,204.00	451.00	-----	473.00	-----
Bladen.....	30,209.29	25,663.82	19,464.72	4,961.75	1,237.35	-----	4,545.47
Brunswick.....	20,295.25	16,972.17	13,411.66	2,747.58	812.93	-----	3,323.08
Buncombe.....	211,929.36	156,379.26	108,606.51	29,122.55	5,746.92	12,903.28	55,550.10
Rural.....	92,633.10	90,450.27	61,160.06	22,850.66	4,843.02	1,596.53	2,182.83
Asheville.....	119,296.26	65,928.99	47,446.45	6,271.89	903.90	11,306.75	53,367.27
Burke.....	27,398.58	27,270.90	19,407.70	4,631.04	2,339.34	892.82	127.68
Rural.....	17,343.61	17,239.33	12,861.45	2,340.59	1,665.19	372.10	104.28
Morganton.....	10,054.97	10,031.57	6,546.25	2,290.45	674.15	520.72	23.40
Cabarrus.....	50,071.63	48,322.20	33,836.41	7,156.68	1,602.96	5,726.15	1,749.43
Rural.....	28,582.46	26,936.70	20,544.87	5,168.64	1,223.19	-----	1,645.76
Concord.....	21,489.17	21,385.50	13,291.54	1,988.04	379.77	5,726.15	103.67
Caldwell.....	39,766.61	37,387.87	24,594.03	9,267.70	2,949.68	576.46	2,378.74
Rural.....	22,499.59	20,828.64	12,971.25	6,130.72	1,152.21	574.46	1,670.95
Lenoir.....	13,896.49	13,812.31	9,107.78	2,935.06	1,767.47	2.00	84.18
Granite.....	2,406.50	2,115.00	1,920.00	165.00	30.00	-----	291.50
Rhodhiss.....	964.03	631.92	595.00	36.92	-----	-----	332.11
Camden.....	12,885.28	12,451.88	8,401.92	3,468.64	559.82	21.50	433.40
Carteret.....	26,991.50	19,701.25	15,932.13	3,110.88	658.24	-----	7,290.25
Rural.....	21,031.51	13,742.75	11,054.63	2,045.88	642.24	-----	7,288.76
Morehead.....	5,959.99	5,958.50	4,877.50	1,065.00	16.00	-----	1.49
Caswell.....	18,012.32	15,361.32	12,470.25	2,385.91	505.16	-----	2,651.00
Rural.....	16,488.87	13,857.77	11,150.25	2,202.36	505.16	-----	2,631.10
Pelham.....	1,523.45	1,503.55	1,320.00	183.55	-----	-----	19.90
Catawba.....	58,827.37	56,661.45	36,912.79	18,041.41	1,555.05	152.20	2,165.92
Rural.....	35,121.04	34,060.28	25,130.29	7,420.67	1,361.12	148.20	1,060.76
Hickory.....	16,817.35	16,819.08	7,560.00	9,259.08	-----	-----	28.27
Newton.....	6,858.98	5,782.09	4,222.50	1,361.66	193.93	4.00	1,076.89
Chatham.....	30,247.33	26,813.20	20,861.51	3,969.21	1,692.72	289.76	3,434.13
Cherokee.....	34,495.34	33,478.80	19,766.38	7,777.12	1,182.49	4,752.81	1,016.54
Rural.....	16,608.80	15,592.26	11,363.88	3,433.60	765.77	29.01	1,016.54
Andrews.....	8,616.24	8,616.24	6,312.50	1,993.52	310.22	-----	-----
Murphy.....	9,270.30	9,270.30	2,090.00	2,350.00	106.50	4,723.80	-----

*Deficit

EXPENDITURES, 1912-1913

15

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money Repaid, etc.	Balance or Deficit.
Chowan.....	\$ 23,031.85	\$ 21,693.39	\$ 12,298.54	\$ 6,853.77	\$ 818.08	\$ 1,722.10	\$ 1,338.46
Rural.....	14,924.83	13,516.37	7,213.54	5,657.85	711.98	3.00	1,338.46
Edenton.....	8,107.02	8,107.02	5,085.00	1,195.92	107.00	1,719.10	-----
Clay.....	6,370.67	6,077.02	4,109.25	1,604.89	360.63	2.25	293.65
Cleveland.....	51,445.33	51,145.19	34,663.03	7,701.31	906.61	7,874.24	300.14
Rural.....	33,480.04	33,270.19	25,633.53	5,728.25	846.41	1,062.00	209.85
Shelby.....	8,343.37	8,256.12	5,260.00	1,569.12	-----	1,427.00	87.25
Kings Mountain.....	9,621.92	9,618.88	3,769.50	403.94	60.20	5,385.24	3.04
Columbus.....	61,267.12	55,592.93	46,670.00	7,349.90	1,397.16	175.87	5,674.19
Craven.....	55,330.86	47,105.11	36,693.73	6,734.88	1,676.50	2,000.00	8,225.75
Rural.....	30,824.23	24,760.15	18,475.68	5,137.23	1,147.24	-----	6,064.08
New Bern.....	24,506.63	22,344.96	18,218.05	1,597.65	529.26	2,000.00	2,161.67
Cumberland.....	72,449.71	71,958.72	40,430.68	27,900.93	1,827.11	1,800.00	490.99
Rural.....	31,816.12	31,465.56	24,687.82	5,767.57	1,010.17	-----	350.56
Fayetteville.....	37,817.24	37,694.99	14,027.86	21,420.04	747.09	1,500.00	122.25
Hope Mills.....	2,816.35	2,798.17	1,715.00	713.32	69.85	300.00	18.18
Currituck.....	18,638.24	16,770.00	13,105.29	3,095.56	569.15	-----	1,868.24
Dare.....	16,604.27	9,527.01	6,610.14	2,442.57	474.30	-----	7,077.26
Davidson.....	50,313.36	47,607.84	35,502.31	8,533.37	2,210.80	1,361.36	2,705.52
Rural.....	34,753.89	32,775.63	23,625.40	6,181.85	2,067.02	901.36	1,978.26
Lexington.....	7,234.88	7,917.80	6,280.00	1,084.02	93.78	460.00	*682.92
Thomasville.....	8,324.59	6,914.41	5,596.91	1,267.50	50.00	-----	1,410.18
Davie.....	23,281.24	19,872.19	14,965.64	3,960.55	946.00	-----	3,409.05
Rural.....	18,719.78	16,424.27	12,628.14	2,853.13	943.00	-----	2,295.51
Mocksville.....	4,561.46	3,447.92	2,337.50	1,107.42	3.00	-----	1,113.54
Duplin.....	45,050.28	41,867.93	33,725.93	6,095.72	1,990.56	55.72	3,182.35
Durham.....	164,950.41	149,154.57	88,870.82	35,662.04	6,415.21	18,206.50	15,795.84
Rural.....	71,383.85	56,129.04	31,810.90	22,106.67	2,211.47	-----	15,254.81
Durham.....	93,566.56	93,025.53	57,059.92	13,555.37	4,203.74	18,206.50	541.03
Edgecombe.....	60,602.30	51,461.36	37,067.32	10,215.20	2,165.83	2,013.01	9,140.94
Rural.....	40,536.22	31,860.14	25,900.74	4,152.30	1,794.09	13.01	8,676.08
Tarboro.....	20,066.08	19,601.22	11,166.58	6,062.90	371.74	2,000.00	464.86
Forsyth.....	148,954.68	114,914.61	81,676.79	31,891.69	1,021.13	325.00	34,040.07
Rural.....	84,831.18	50,791.11	36,944.79	13,009.59	836.73	-----	34,040.07
Winston.....	60,711.50	60,711.50	42,197.00	18,374.10	140.40	-----	-----
Kernersville.....	3,412.00	3,412.00	2,535.00	508.00	44.00	325.00	-----
Franklin.....	53,221.82	48,161.72	30,853.94	10,820.11	2,074.20	4,413.47	5,060.10
Rural.....	28,453.30	25,790.28	20,468.94	3,655.62	1,665.72	-----	2,663.02
Franklinton.....	11,629.91	11,337.60	3,580.00	5,152.33	68.50	2,536.77	292.31
Louisburg.....	8,606.92	6,555.17	4,610.00	1,720.49	224.68	-----	2,051.75
Youngsville.....	4,531.69	4,478.67	2,195.00	291.67	115.30	1,876.70	53.02
Gaston.....	78,846.21	68,954.25	51,285.94	16,188.96	1,166.97	312.38	9,891.96
Rural.....	47,824.05	47,631.49	33,809.73	12,615.51	1,166.97	39.28	192.56
Gastonia.....	31,022.16	21,322.76	17,476.21	3,573.45	-----	273.10	9,699.40
Gates.....	26,330.19	25,788.72	12,468.43	9,630.56	1,142.60	2,547.13	541.47
Graham.....	7,067.26	5,756.80	3,960.30	1,119.22	677.28	-----	1,310.46
Granville.....	44,937.99	49,613.12	31,738.83	8,812.97	2,489.58	6,571.74	*4,675.13
Rural.....	31,142.92	35,874.70	25,619.33	7,007.12	2,341.51	906.74	*4,731.78
Oxford.....	13,795.07	13,738.42	6,119.50	1,805.85	148.07	5,665.00	56.65
Greene.....	15,959.51	14,352.54	11,622.02	1,923.81	806.71	-----	1,606.97
Guilford.....	229,142.50	223,243.74	120,686.33	61,349.25	2,563.87	38,644.29	5,898.76
Rural.....	106,818.94	101,363.55	59,314.00	19,795.49	2,432.11	19,821.95	5,455.39
Greensboro.....	85,329.54	81,926.92	38,884.00	34,946.58	-----	11,096.34	402.62

*Deficit.

EXPENDITURES, 1912-1913

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money Repaid, etc.	Balance or Deficit.
High Point.....	\$ 31,570.21	\$ 32,116.39	\$ 19,533.33	\$ 5,363.06	\$ 120.00	\$ 7,100.00	\$ *546.18
Guilford College.....	2,551.37	2,029.12	1,190.00	839.12	-----	-----	522.25
Gibsonville.....	2,872.44	2,807.76	1,765.00	405.00	11.76	626.00	64.68
Halifax.....	77,602.36	53,346.42	39,792.79	9,130.75	2,983.16	1,439.72	24,255.94
Rural.....	45,338.62	27,367.84	22,505.74	2,651.31	1,971.07	239.72	17,970.78
Scotland Neck.....	7,305.90	7,231.15	4,668.25	2,451.70	111.20	-----	74.75
Weldon.....	6,231.67	6,859.69	4,756.30	1,478.39	125.00	500.00	*628.02
Enfield.....	11,754.64	4,946.40	3,022.50	977.90	446.00	500.00	6,808.24
Roanoke Rapids.....	6,971.53	6,941.34	4,840.00	1,571.45	329.89	200.00	30.19
Harnett.....	44,550.68	46,748.24	28,497.04	12,867.07	4,650.43	733.70	*2,197.56
Rural.....	28,003.98	30,586.18	22,477.04	3,687.71	4,421.43	-----	*2,582.20
Dunn.....	16,546.70	16,162.06	6,020.00	9,179.36	229.00	733.70	384.64
Haywood.....	56,679.78	51,424.13	31,577.74	17,783.36	821.30	1,241.73	5,255.65
Rural.....	21,099.57	21,099.57	19,432.22	873.49	780.55	13.31	-----
Waynesville.....	27,217.19	22,180.95	6,185.52	15,995.43	-----	-----	5,036.24
Canton.....	8,363.02	8,143.61	5,960.00	914.44	40.75	1,228.42	219.41
Henderson.....	47,107.27	30,138.40	20,873.08	7,689.79	1,575.53	-----	16,968.87
Rural.....	40,138.38	23,293.39	15,891.08	6,008.71	1,393.60	-----	16,844.99
Hendersonville.....	6,968.89	6,845.01	4,982.00	1,681.08	181.93	-----	123.88
Hertford.....	18,739.77	18,538.96	11,042.69	687.43	6,465.84	343.00	200.81
Hoke.....	20,518.74	16,914.07	11,840.75	2,930.61	971.34	1,171.37	3,604.67
Hyde.....	22,216.90	14,119.14	9,418.47	3,495.57	756.82	448.28	8,097.76
Iredell.....	73,073.14	72,763.91	48,171.53	12,657.95	2,102.87	9,831.56	309.23
Rural.....	44,845.31	45,840.07	31,953.28	7,808.92	1,403.01	4,674.86	*994.76
Moore'sville.....	13,437.36	12,162.21	5,960.00	3,084.25	461.26	2,656.70	1,275.15
Statesville.....	14,790.47	14,761.63	10,258.25	1,764.78	238.60	2,500.00	28.84
Jackson.....	27,770.47	27,762.26	19,221.33	2,335.81	993.02	5,212.10	8.21
Johnston.....	96,045.76	84,006.05	55,147.16	17,084.13	3,181.67	8,593.09	12,039.71
Rural.....	71,275.64	64,973.62	46,558.16	15,156.32	3,166.05	93.09	6,302.02
Selma.....	16,845.40	13,730.00	4,065.00	1,165.00	-----	8,500.00	3,115.40
Smithfield.....	7,924.72	5,302.43	4,524.00	762.81	15.62	-----	2,622.29
Jones.....	15,262.91	12,862.00	10,165.25	2,071.39	609.70	15.66	2,400.91
Lee.....	25,718.50	25,259.15	17,071.19	5,267.29	920.67	2,000.00	459.35
Rural.....	13,470.48	13,332.85	9,388.69	3,198.13	746.03	-----	137.63
Sanford.....	8,583.25	8,045.45	4,782.50	1,123.71	139.24	2,000.00	527.80
Jonesboro.....	3,664.77	3,880.85	2,900.00	945.45	35.40	-----	*216.08
Lenoir.....	41,500.23	43,075.16	28,730.92	6,576.32	3,571.65	4,196.27	*1,574.93
Rural.....	19,536.31	21,440.63	12,509.42	2,895.38	3,229.63	2,806.20	*1,904.32
Kinston.....	16,039.48	15,787.67	12,946.50	2,527.23	313.94	-----	251.81
LaGrange.....	5,924.44	5,846.86	3,275.00	1,153.71	28.08	1,390.07	77.58
Lincoln.....	27,250.89	26,317.14	20,778.58	4,441.92	1,096.64	-----	933.75
Rural.....	20,539.58	20,398.94	15,919.58	3,464.65	1,014.71	-----	140.64
Lincolnton.....	6,711.31	5,918.20	4,859.00	977.27	81.93	-----	793.11
Macon.....	20,284.68	19,850.96	17,384.88	741.86	708.02	1,016.20	433.72
Madison.....	31,782.72	25,240.68	17,776.10	5,943.43	1,521.15	-----	6,542.04
Martin.....	53,273.81	27,215.81	20,238.36	5,429.52	1,507.65	40.28	26,058.00
Rural.....	43,567.98	19,449.85	14,128.36	4,188.76	1,092.45	40.28	24,118.13
Williamston.....	6,106.51	4,923.19	3,510.00	1,065.56	347.63	-----	1,183.32
Robersonville.....	3,599.32	2,842.77	2,600.00	175.20	67.57	-----	756.55
McDowell.....	56,443.04	39,522.97	23,481.32	8,817.36	1,293.06	5,931.23	16,920.07
Rural.....	29,291.18	26,412.29	17,303.82	5,740.50	1,136.74	2,231.23	2,878.89
Marion.....	25,294.42	11,330.95	4,577.50	2,897.13	156.32	3,700.00	13,963.47
Old Fort.....	1,857.44	1,779.73	1,600.00	179.73	-----	-----	77.71

* Deficit.

EXPENDITURES, 1912-1913

17

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money Repaid, etc.	Balance or Deficit.
Mecklenburg.....	\$ 176,980.10	\$ 167,733.60	\$ 115,691.51	\$27,789.92	\$ 7,679.26	\$16,572.91	\$ 9,246.50
Rural.....	80,514.13	75,290.20	52,321.47	16,680.95	5,367.63	920.15	5,223.93
Charlotte.....	96,465.97	92,443.40	63,370.04	11,108.97	2,311.63	15,652.76	4,022.57
Mitchell.....	13,603.36	12,111.59	9,815.54	1,799.49	496.56	-----	1,491.77
Montgomery.....	19,216.75	17,741.46	15,918.44	1,183.25	639.77	-----	1,475.29
Rural.....	16,531.44	15,396.30	13,821.02	1,005.04	570.24	-----	1,155.14
Troy.....	2,665.31	2,345.16	2,097.42	178.21	69.53	-----	320.15
Moore.....	50,757.18	48,359.23	28,159.06	6,648.23	762.84	12,789.10	2,397.95
Rural.....	26,479.56	25,297.78	20,394.06	4,144.88	758.84	-----	1,181.78
Carthage.....	17,074.83	16,260.65	3,115.00	1,106.55	-----	12,039.10	814.18
Southern Pines.....	4,328.79	4,471.80	2,610.00	1,111.80	-----	750.00	*143.01
Aberdeen.....	2,874.00	2,329.00	2,040.00	285.00	4.00	-----	545.00
Nash.....	84,248.55	76,622.50	51,226.96	22,748.51	1,047.12	1,599.91	7,626.05
Rural.....	58,032.83	50,657.47	33,888.39	15,706.29	871.40	191.39	7,375.36
Rocky Mount.....	26,215.72	25,965.03	17,338.57	7,042.22	175.72	1,408.52	250.69
New Hanover.....	81,731.87	85,936.74	51,732.51	24,960.70	2,988.68	6,254.85	*4,204.87
Rural.....	20,106.76	24,311.63	11,410.00	10,633.41	2,233.37	4.85	*4,204.87
Wilmington.....	61,625.11	61,625.11	40,292.51	14,327.29	755.31	6,250.00	-----
Northampton.....	35,781.72	39,601.19	28,449.28	9,981.05	1,170.86	-----	*3,819.47
Onslow.....	32,266.93	32,119.80	20,876.65	9,094.93	1,763.22	385.00	147.13
Orange.....	37,336.51	37,026.02	20,630.49	8,529.19	2,001.66	5,864.68	310.49
Rural.....	30,832.10	30,521.61	17,113.00	7,461.51	1,940.26	4,006.84	310.49
Chapel Hill.....	6,504.41	6,504.41	3,517.49	1,067.68	61.40	1,857.84	-----
Pamlico.....	21,534.39	18,497.75	12,417.45	3,072.89	1,749.96	1,257.45	3,036.64
Pasquotank.....	43,079.69	42,955.70	23,894.56	8,406.29	2,244.85	8,500.00	123.99
Rural.....	11,241.19	11,198.88	7,137.25	2,943.20	1,118.43	-----	42.31
Elizabeth City.....	31,838.50	31,756.82	16,667.31	5,463.09	1,126.42	8,500.00	81.68
Pender.....	34,892.83	30,909.70	19,603.12	9,590.60	1,614.55	101.43	3,983.13
Perquimans.....	19,920.64	17,811.66	12,215.33	4,392.54	603.79	600.00	2,108.98
Rural.....	12,211.79	10,490.14	7,246.70	2,639.65	603.79	-----	1,721.65
Hertford.....	7,708.85	7,321.52	4,968.63	1,752.89	-----	600.00	387.33
Person.....	24,119.79	26,165.74	22,410.07	3,056.95	698.72	-----	*2,045.95
Rural.....	17,371.75	19,695.75	16,595.07	2,422.46	678.22	-----	*2,324.00
Roxboro.....	6,748.04	6,469.99	5,815.00	634.49	20.50	-----	278.05
Pitt.....	68,440.03	71,913.78	43,699.72	13,777.27	1,882.29	12,554.50	*3,473.75
Rural.....	54,281.40	57,793.36	35,001.89	11,684.50	1,856.97	9,250.00	*3,511.96
Greenville.....	14,158.63	14,120.42	8,697.83	2,092.77	25.32	3,304.50	38.21
Polk.....	10,461.24	9,287.77	7,236.60	1,488.61	562.53	-----	1,173.47
Randolph.....	52,839.68	43,185.95	31,133.71	8,691.28	1,713.95	1,647.01	9,655.73
Rural.....	31,429.65	32,673.63	24,693.71	6,159.86	1,681.04	139.02	*1,243.98
Asheboro.....	7,416.03	7,256.91	4,550.00	1,798.92	-----	907.99	159.12
Randleman.....	13,994.00	3,255.41	1,890.00	732.50	32.91	600.00	10,738.59
Richmond.....	47,599.67	43,823.85	29,347.61	13,045.66	704.86	725.72	3,775.82
Rural.....	27,601.31	24,234.58	18,108.86	5,395.14	704.86	25.72	3,866.73
Rockingham.....	14,379.88	13,985.95	6,613.75	6,672.20	-----	700.00	393.93
Hamlet.....	5,618.48	5,603.32	4,625.00	978.32	-----	-----	15.16
Robeson.....	89,023.33	91,764.80	70,789.93	13,114.30	4,020.42	3,840.45	*2,741.47
Rural.....	75,090.67	78,267.26	62,159.63	10,995.83	3,804.08	1,217.72	*3,176.59
Maxton.....	5,658.52	5,495.46	3,950.00	719.12	126.34	700.00	163.06
Lumberton.....	8,274.14	8,002.08	4,680.00	1,399.35	-----	1,922.73	272.06
Rockingham.....	57,803.19	58,201.11	42,627.79	10,754.21	4,306.57	422.54	*397.92
Rural.....	47,457.53	46,767.06	33,254.29	9,235.45	4,277.32	-----	690.47
Reidsville.....	10,345.66	11,434.05	9,373.50	1,518.76	119.25	422.54	*1,088.39

*Deficit.

EXPENDITURES, 1912-1913

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expenditures.	Spent for Teaching and Supervision.	Spent for Buildings and Supplies.	Spent for Administration.	Borrowed Money Repaid, etc.	Balance or Deficit.
Rowan.....	\$ 64,053.36	\$ 64,011.69	\$ 52,156.46	\$ 9,241.92	\$ 1,629.31	\$ 984.00	\$ 41.67
Rural.....	40,892.10	40,892.10	33,722.08	5,669.82	1,500.20		
Salisbury.....	18,509.66	18,509.66	14,945.50	2,464.10	116.06	984.00	
Spencer.....	4,651.60	4,609.93	3,438.88	1,108.10	13.05		41.67
Rutherford.....	34,516.56	30,557.43	24,261.59	4,648.89	948.91	698.04	3,059.13
Rural.....	31,044.45	27,085.32	21,761.59	4,411.76	897.23	14.74	3,959.13
Rutherfordton.....	3,472.11	3,472.11	2,500.00	237.13	51.68	683.30	
Sampson.....	82,018.88	75,396.76	36,505.89	31,392.48	5,292.02	2,206.37	6,622.12
Rural.....	53,479.89	48,062.59	32,230.89	11,009.90	4,821.80		5,417.30
Clinton.....	28,538.99	27,334.17	1,275.09	20,382.58	470.22	2,296.37	1,204.82
Scotland.....	27,963.43	26,831.47	18,660.90	6,869.78	787.10	513.69	1,136.96
Rural.....	17,229.41	17,132.06	13,029.40	3,532.72	569.94		97.35
Laurinburg.....	10,739.02	9,699.41	5,631.50	3,337.06	217.16	513.69	1,039.61
Stanly.....	36,126.80	34,436.56	21,438.91	8,790.15	805.45	3,402.05	1,690.24
Rural.....	26,883.22	25,793.41	16,663.91	7,922.00	805.45	402.05	1,094.81
Albemarle.....	9,238.58	8,643.15	4,775.00	868.15		3,000.00	595.43
Stokes.....	23,196.20	21,442.23	17,403.76	2,832.70	1,149.66	6.11	1,753.97
Surry.....	38,852.33	35,521.16	27,046.99	6,292.10	1,182.07	1,000.00	3,331.17
Rural.....	25,799.15	24,649.49	18,892.79	4,714.63	1,132.07		1,149.66
Mt. Airy.....	12,216.18	10,034.67	7,407.20	1,577.47	50.00	1,000.00	2,181.51
Westfield.....		837.00		837.00			
Swain.....	20,271.98	21,599.48	14,128.61	6,514.78	495.17	460.92	*1,327.50
Transylvania.....	30,673.66	20,713.21	13,444.83	4,508.48	901.24	1,858.66	9,960.45
Tyrrell.....	9,649.98	9,477.46	6,889.00	1,049.59	435.49	1,103.38	172.52
Union.....	66,003.40	65,248.85	44,760.27	9,826.23	1,880.08	8,782.27	754.55
Rural.....	49,904.28	49,540.72	34,708.63	8,269.74	1,880.08	4,682.27	363.56
Monroe.....	16,099.12	15,708.13	10,051.64	1,556.49		4,100.00	390.99
Vance.....	35,481.53	33,194.09	25,017.67	6,291.45	1,819.22	65.75	2,287.44
Rural.....	18,068.53	18,303.93	12,587.67	4,378.93	1,337.33		*235.40
Henderson.....	17,413.09	14,890.16	12,430.09	1,912.52	481.89	65.75	2,522.84
Wake.....	162,211.49	156,190.14	103,999.78	31,662.58	9,862.78	10,665.00	6,021.35
Rural.....	83,618.71	82,566.90	54,610.22	16,674.73	4,916.95	6,365.00	1,081.81
Raleigh.....	78,562.78	73,623.24	49,339.56	14,987.85	4,945.83	4,300.00	4,939.54
Warren.....	32,548.78	29,901.27	20,405.56	7,556.65	1,826.50	22.56	2,647.51
Washington.....	28,047.64	25,676.61	14,673.64	7,565.28	1,941.12	7,496.57	2,371.03
Rural.....	18,727.24	16,021.75	8,389.64	6,745.32	1,786.79		1,805.49
Roper.....	2,950.00	2,950.00	2,600.00	56.00	63.90	230.10	
Plymouth.....	6,370.40	5,894.86	3,684.00	763.96	90.43	1,266.47	565.54
Watauga.....	15,424.24	12,021.55	9,640.00	1,758.94	319.06	303.56	4,022.68
Wayne.....	75,784.82	73,742.36	49,990.93	17,252.45	2,598.98	3,900.00	2,042.46
Rural.....	39,303.86	37,636.82	24,540.50	7,837.42	2,268.90	3,000.00	1,672.04
G. H.boro.....	26,699.00	26,699.00	17,911.99	8,381.99	330.08		
Mt. Olive.....	5,379.09	5,161.40	4,450.50	710.90			217.60
Fremont.....	4,466.96	4,314.14	3,035.00	329.14		900.00	152.82
Wilkes.....	61,450.73	45,889.03	32,159.34	11,761.90	1,314.41	653.38	15,561.70
Rural.....	39,121.67	35,869.27	26,839.34	7,475.18	1,282.26	212.49	3,252.40
N. Wilkesboro.....	22,329.06	10,019.76	5,260.00	4,286.72	32.15	440.89	12,309.30
Wilson.....	73,314.53	68,498.03	39,691.81	12,713.03	694.45	15,453.71	4,816.59
Rural.....	36,517.11	33,367.42	17,201.67	5,636.97	528.10	10,000.68	3,149.69
Wilson.....	27,897.21	28,296.42	16,896.42	6,544.45	145.55	4,800.00	*399.21
Lucama.....	5,618.55	3,561.69	2,713.75	179.91	10.00	658.03	2,056.86
Elm City.....	3,281.66	3,272.50	2,880.00	381.70	10.80		9.16

*Deficit.

TABLE IV. SUMMARY OF EXPENDITURES—*Continued*.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money Repaid, etc.	Balance or Deficit.
Yadkin.....	\$ 17,778.53	\$ 14,709.84	\$ 13,405.50	\$ 570.05	\$ 741.51	\$.75	\$ 3,068.69
Yancey.....	14,625.95	14,197.92	11,597.60	1,251.72	1,348.60	-----	428.03
North Carolina.....	4,810,117.49	4,374,583.50	2,956,838.55	935,935.60	177,054.10	304,705.25	435,533.99
Rural.....	3,155,450.82	2,878,117.78	2,045,269.67	588,248.26	149,804.73	94,795.12	277,333.03
City.....	1,654,666.67	1,496,465.72	911,618.88	347,687.34	27,249.37	209,910.13	158,200.96

TABLE V. SPENT FOR TEACHING AND SUPERVISION, 1912-1913.

This table shows the amount of money expended for teaching and supervision, and a comparison with the total amount spent for schools.

SUMMARY OF TABLE V AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
All expenditures, 1912-'13.....	\$2,878,117.78	\$1,496,465.72	\$ 4,374,583.50
All expenditures, 1911-'12.....	2,703,990.72	1,374,129.32	4,078,120.14
For supervision (superintendents), 1912-'13.....	94,849.97	126,238.00	221,087.97
For supervision (superintendents), 1911-'12.....	90,286.32	110,089.97	200,376.29
Increase.....	4,563.65	16,148.03	20,711.68
White teachers, 1912-'13.....	1,688,330.18	663,318.87	2,351,649.05
White teachers, 1911-'12.....	1,378,901.95	600,734.09	1,979,636.04
Increase.....	309,428.23	62,584.78	372,013.01
Colored teachers, 1912-'13.....	262,089.52	122,062.01	384,151.53
Colored teachers, 1911-'12.....	244,959.04	102,644.37	347,603.41
Increase.....	17,130.48	19,417.64	36,548.12
Total spent for teaching and supervision, 1912-'13.....	2,045,269.67	911,618.88	2,956,888.55
Total spent for teaching and supervision, 1911-'12.....	1,714,147.31	813,469.43	2,527,616.74
Increase.....	331,122.36	98,149.45	429,271.81
Percentage spent for teaching and supervision, 1912-'13.....	71.06	60.95	67.59
Percentage spent for teaching and supervision, 1911-'12.....	63.39	59.2	61.6
Increase.....	7.67	1.75	5.99
Percentage spent for supervision alone, 1912-'13.....	3.3	8.44	6.75
Percentage spent for supervision alone, 1911-'12.....	3.3	8.	5.9
Increase.....		.44	.85
Average salary of superintendents, 1912-'13.....	948.99	1,249.88	1,105.44
Average salary of superintendents, 1911-'12.....	892.86	1,123.36	1,006.95
Increase.....	56.13	126.52	98.49

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Alamance.....	\$ 5,365.00	\$ 36,522.25	\$ 4,036.64	\$ 45,923.89
Rural.....	1,200.00	22,737.50	2,420.39	26,357.89
Burlington.....	1,625.00	7,506.00	630.00	9,761.00
Graham.....	1,200.00	3,698.75	446.25	5,345.00
Haw River.....	700.00	1,120.00	100.00	1,920.00
Mebane.....	640.00	1,460.00	440.00	2,540.00
Alexander.....	354.00	11,204.24	813.65	12,371.89
Alleghany.....	325.00	7,997.33	264.00	8,586.33
Anson.....	2,425.00	22,167.80	4,524.89	29,117.69
Rural.....	925.00	18,127.80	4,054.89	23,107.69
Wadesboro.....	1,500.00	4,040.00	470.00	6,010.00
Ashe.....	750.00	14,646.09	596.18	15,992.27
Avery.....	755.06	8,525.50	187.12	9,467.68
Beaufort.....	4,355.00	30,419.48	6,637.45	41,411.93
Rural.....	1,500.00	18,607.98	3,686.20	23,794.18
Washington.....	1,975.00	9,381.50	2,271.25	13,627.75
Belhaven.....	880.00	2,430.00	680.00	3,990.00
Bertie.....	2,320.00	16,820.30	5,931.02	25,071.32
Rural.....	720.00	14,016.30	5,431.02	20,167.32
Windsor.....	800.00	1,400.00	500.00	2,700.00
Aulander.....	800.00	1,404.00		2,204.00
Bladen.....	800.00	14,729.33	3,935.39	19,464.72
Brunswick.....	600.00	9,217.99	3,593.67	13,411.66

TABLE V. SPENT FOR TEACHING AND SUPERVISION—Continued.

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Buncombe.....	\$ 4,350.00	\$ 101,900.01	\$ 2,356.50	\$ 103,606.51
Rural.....	1,950.00	56,853.56	2,356.50	61,160.06
Asheville.....	2,400.00	45,046.45	.....	47,446.45
Burke.....	1,904.30	16,080.55	1,122.85	19,407.70
Rural.....	904.30	11,214.30	712.85	12,861.45
Morganton.....	1,000.00	4,866.25	680.00	6,546.25
Cabarrus.....	2,645.79	27,479.71	3,710.91	33,836.41
Rural.....	1,200.00	17,153.96	2,190.91	20,544.87
Concord.....	1,445.79	10,325.75	1,520.00	13,291.54
Caldwell.....	2,900.00	20,007.25	1,686.78	24,594.03
Rural.....	800.00	11,182.25	989.00	12,971.25
Lenoir.....	1,300.00	7,110.00	697.78	9,107.78
Granite.....	800.00	1,120.00	.....	1,920.00
Rhodhiss.....	.....	595.00	.....	595.00
Camden.....	278.00	6,724.40	1,300.32	8,401.92
Carteret.....	1,250.00	13,667.63	1,014.50	15,932.13
Rural.....	400.00	10,130.13	524.50	11,054.63
Morehead.....	850.00	3,537.50	490.00	4,877.50
Caswell.....	700.00	8,871.75	2,898.50	12,470.25
Rural.....	700.00	7,741.75	2,708.50	11,150.25
Pelham.....	.....	1,130.00	190.00	1,320.00
Catawba.....	3,400.00	31,004.87	2,507.92	36,912.79
Rural.....	1,000.00	22,612.37	1,517.92	25,130.29
Hickory.....	1,400.00	5,520.00	640.00	7,560.00
Newton.....	1,000.00	2,872.50	350.00	4,222.50
Chatham.....	900.00	16,368.23	3,593.28	20,861.51
Cherokee.....	2,497.21	16,919.17	350.00	19,766.38
Rural.....	447.21	10,716.67	200.00	11,363.88
Andrews.....	1,000.00	5,162.50	150.00	6,312.50
Murphy.....	1,050.00	1,040.00	.....	2,090.00
Chowan.....	2,049.00	7,869.04	2,380.50	12,298.54
Rural.....	699.00	4,359.04	2,155.50	7,213.54
Edenton.....	1,350.00	3,510.00	225.00	5,085.00
Clay.....	225.00	3,799.25	85.00	4,109.25
Cleveland.....	3,183.00	28,831.97	2,648.06	34,663.03
Rural.....	1,283.00	22,400.97	1,949.56	25,633.53
Shelby.....	1,000.00	3,740.00	520.00	5,260.00
Kings Mountain.....	900.00	2,691.00	178.50	3,769.50
Columbus.....	1,150.00	41,520.00	4,000.00	46,670.00
Craven.....	3,300.00	27,138.73	6,255.00	36,693.73
Rural.....	1,500.00	13,336.68	3,639.00	18,475.68
New Bern.....	1,800.00	13,802.05	2,616.00	18,218.05
Cumberland.....	3,400.00	30,671.81	6,358.87	40,430.68
Rural.....	1,200.00	19,744.32	3,743.50	24,687.82
Fayetteville.....	1,500.00	9,912.40	2,615.37	14,027.86
Hope Mills.....	700.00	1,015.00	.....	1,715.00
Currituck.....	310.00	10,619.63	2,175.66	13,105.29
Dare.....	450.35	5,774.79	385.00	6,610.14
Favidson.....	3,600.00	29,205.16	2,697.15	35,502.31
Rural.....	1,200.00	20,951.25	1,474.15	23,625.40
Lexington.....	1,200.00	4,520.00	560.00	6,280.00
Thomasville.....	1,200.00	3,733.91	663.00	5,596.91
Davie.....	1,300.00	12,110.64	1,555.00	14,965.64
Rural.....	500.00	10,810.64	1,317.50	12,628.14
Mocksville.....	800.00	1,300.00	237.50	2,337.50
Duplin.....	1,283.33	27,514.98	4,927.62	33,725.93

EXPENDITURES, 1912-1913

TABLE V. SPENT FOR TEACHING AND SUPERVISION—Continued.

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for ¹ Teaching and Supervision.
Durham.....	\$ 4,099.98	\$ 68,778.38	\$ 15,992.46	\$ 88,870.82
Rural.....	1,999.98	26,523.95	3,286.97	31,810.90
Durham.....	2,100.00	42,254.43	12,705.49	57,059.92
Edgecombe.....	3,000.00	26,977.96	7,089.36	37,067.32
Rural.....	1,500.00	19,070.13	5,330.61	25,900.74
Tarboro.....	1,500.00	7,907.83	1,758.75	11,166.58
Forsyth.....	4,225.00	63,414.54	14,037.25	81,676.79
Rural.....	1,200.00	30,977.54	4,767.25	36,944.79
Winston.....	2,000.00	31,197.00	9,000.00	42,197.00
Kernersville.....	1,025.00	1,240.00	270.00	2,535.00
Franklin.....	4,877.50	21,221.39	4,755.05	30,853.94
Rural.....	1,627.50	15,561.39	3,280.05	20,468.94
Franklinton.....	1,250.00	1,850.00	480.00	3,580.00
Louisburg.....	1,200.00	2,690.00	720.00	4,610.00
Youngsville.....	800.00	1,120.00	275.00	2,195.00
Gaston.....	2,975.00	44,731.17	3,579.77	51,285.94
Rural.....	1,375.00	30,132.46	2,302.27	33,809.73
Gastonia.....	1,600.00	14,598.71	1,277.50	17,476.21
Gates.....	683.85	9,118.59	2,665.99	12,468.43
Graham.....	350.00	3,560.00	50.30	3,960.30
Granville.....	2,300.00	23,980.83	5,458.00	31,738.83
Rural.....	1,300.00	19,941.33	4,378.00	25,619.33
Oxford.....	1,000.00	4,039.50	1,080.00	6,119.50
Greene.....	704.00	8,969.42	1,948.60	11,622.02
Guilford.....	6,908.33	100,091.79	13,686.21	120,686.33
Rural.....	2,250.00	51,267.79	5,796.21	59,314.00
Greensboro.....	2,400.00	31,154.00	5,330.00	38,884.00
High Point.....	1,733.33	15,360.00	2,440.00	19,533.33
Guilford College.....		1,190.00		1,190.00
Gibsonville.....	525.00	1,120.00	120.00	1,765.00
Halifax.....	5,073.66	25,974.49	8,744.64	39,792.79
Rural.....	1,123.66	14,764.33	6,617.75	22,505.74
Scotland Neck.....	900.00	3,195.00	573.25	4,668.25
Weldon.....	1,250.00	2,825.66	680.64	4,756.30
Enfield.....	600.00	1,849.50	573.00	3,022.50
Roanoke Rapids.....	1,200.00	3,340.00	300.00	4,840.00
Harnett.....	2,200.00	23,109.43	3,187.61	28,497.04
Rural.....	1,200.00	18,649.43	2,627.61	22,477.04
Dunn.....	1,000.00	4,460.00	560.00	6,020.00
Haywood.....	3,100.00	27,367.74	1,110.00	31,577.74
Rural.....	600.00	18,752.22	80.00	19,432.22
Waynesville.....	1,200.00	4,225.52	760.00	6,185.52
Canton.....	1,300.00	4,390.00	270.00	5,960.00
Henderson.....	2,010.00	17,338.50	1,524.58	20,873.08
Rural.....	810.00	13,946.50	1,134.58	15,891.08
Hendersonville.....	1,200.00	3,392.09	390.00	4,982.00
Hertford.....	750.00	6,707.90	3,584.79	11,042.69
Hoke.....	808.50	8,801.25	2,231.00	11,840.75
Hyde.....	442.68	6,874.67	2,101.12	9,418.47
Iredell.....	3,899.98	39,343.17	4,928.38	48,171.53
Rural.....	1,189.98	27,694.92	3,068.38	31,953.28
Mooreville.....	1,000.00	4,240.00	720.00	5,960.00
Statesville.....	1,710.00	7,408.25	1,140.00	10,258.25
Jackson.....	681.00	18,008.12	532.21	19,221.33

TABLE V. SPENT FOR TEACHING AND SUPERVISION—Continued.

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Johnston.....	\$ 4,915.74	\$ 44,500.18	\$ 5,731.24	\$ 55,147.16
Rural.....	2,365.74	39,691.18	4,501.24	46,558.16
Selma.....	1,200.00	2,190.00	675.00	4,065.00
Smithfield.....	1,350.00	2,619.00	555.00	4,524.00
Jones.....	360.00	7,455.75	2,349.50	10,165.25
Lee.....	3,262.50	11,816.69	1,992.00	17,071.19
Rural.....	750.00	6,646.69	1,992.00	9,388.69
Sanford.....	1,312.50	3,470.00	-----	4,782.50
Jonesboro.....	1,200.00	1,700.00	-----	2,900.00
Lenoir.....	3,680.00	20,930.92	4,120.00	28,730.92
Rural.....	1,200.00	8,811.92	2,497.50	12,509.42
Kinston.....	1,800.00	9,639.00	1,507.50	12,946.50
LaGrange.....	680.00	2,480.00	115.00	3,275.00
Lincoln.....	1,980.00	17,150.12	1,648.46	20,778.58
Rural.....	780.00	14,091.12	1,048.46	15,919.58
Lincolnton.....	1,200.00	3,059.00	600.00	4,859.00
Macon.....	300.00	16,684.88	460.00	17,384.88
Madison.....	766.00	17,010.10	-----	17,776.10
Martin.....	2,900.00	12,635.49	4,702.87	20,238.36
Rural.....	900.00	9,615.49	3,612.87	14,128.36
Robersonville.....	1,000.00	1,320.00	280.00	2,600.00
Williamston.....	1,000.00	1,700.00	810.00	3,510.00
McDowell.....	3,370.00	18,775.70	1,335.62	23,481.32
Rural.....	1,395.00	14,573.20	1,335.62	17,303.82
Marion.....	1,375.00	3,202.50	-----	4,577.50
Old Fort.....	600.00	1,000.00	-----	1,600.00
Mecklenburg.....	5,850.00	94,293.21	15,548.30	115,691.51
Rural.....	1,950.00	45,474.77	4,896.70	52,321.47
Charlotte.....	*3,900.00	48,818.44	10,651.60	63,370.04
Mitchell.....	300.00	9,335.54	180.00	9,815.54
Montgomery.....	1,350.00	12,033.37	2,535.07	15,918.44
Rural.....	400.00	11,405.95	2,015.07	13,821.02
Troy.....	950.00	627.42	520.00	2,097.42
Moore.....	4,400.00	20,819.94	2,939.12	28,159.06
Rural.....	1,200.00	16,254.94	2,939.12	20,394.06
Carthage.....	1,000.00	2,115.00	-----	3,115.00
Southern Pines.....	1,200.00	1,410.00	-----	2,610.00
Aberdeen.....	1,000.00	1,040.00	-----	2,040.00
Nash.....	2,800.00	42,614.04	5,812.92	51,226.96
Rural.....	1,000.00	28,849.85	4,038.54	33,888.39
Rocky Mount.....	1,800.00	13,764.19	1,774.38	17,338.57
New Hanover.....	3,387.50	37,524.99	10,820.02	51,732.51
Rural.....	1,200.00	6,930.00	3,310.00	11,440.00
Wilmington.....	2,187.50	30,594.99	7,510.02	40,292.51
Northampton.....	1,200.00	22,407.08	4,842.20	28,449.28
Onslow.....	900.00	17,679.00	2,297.65	20,876.65
Orange.....	1,840.00	15,880.74	2,909.75	20,630.49
Rural.....	840.00	13,363.25	2,909.75	17,113.00
Chapel Hill.....	1,000.00	2,517.49	-----	3,517.49
Panlico.....	685.00	9,622.37	2,110.08	12,417.45
Pasquotank.....	2,250.00	17,262.06	4,292.50	23,804.56
Rural.....	600.00	4,922.25	1,615.00	7,137.25
Elizabeth City.....	1,650.00	12,339.81	2,677.50	16,667.31
Pender.....	900.00	14,477.75	4,225.37	19,603.12

*Includes assistant.

TABLE V. SPENT FOR TEACHING AND SUPERVISION—*Continued.*

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Perquimans.....	\$ 1,362.50	\$ 7,466.84	\$ 3,385.99	\$ 12,215.33
Rural.....	262.50	4,548.21	2,435.99	7,246.70
Hertford.....	1,100.00	2,918.63	950.00	4,968.63
Person.....	1,800.00	16,688.00	3,922.07	22,410.07
Rural.....	600.00	12,638.00	3,357.07	16,595.07
Roxboro.....	1,200.00	4,050.00	565.00	5,815.00
Pitt.....	3,000.00	35,307.49	5,392.23	43,699.72
Rural.....	1,500.00	29,113.79	4,388.10	35,001.89
Greenville.....	1,500.00	6,193.70	1,004.13	8,697.83
Polk.....	368.95	6,195.65	672.00	7,236.60
Randolph.....	2,316.66	26,155.88	2,661.17	31,133.71
Rural.....	1,916.66	21,947.88	1,829.17	24,693.71
Asheboro.....	800.00	2,918.00	832.00	4,550.00
Randleman.....	600.00	1,290.00	-----	1,890.00
Richmond.....	4,050.00	21,705.36	3,592.25	29,347.61
Rural.....	1,150.00	14,410.36	2,548.50	18,108.86
Rockingham.....	1,890.00	4,235.00	578.75	6,613.75
Hamlet.....	1,100.00	3,060.00	465.00	4,625.00
Robeson.....	4,275.00	51,170.89	15,343.74	70,789.63
Rural.....	1,800.00	45,465.89	14,893.74	62,159.63
Maxton.....	1,200.00	2,300.00	450.00	3,950.00
Lumberton.....	1,275.00	3,405.00	-----	4,680.00
Rockingham.....	2,700.00	34,367.66	5,560.13	42,627.79
Rural.....	1,500.00	28,202.66	3,551.63	33,254.29
Reidsville.....	1,200.00	6,165.00	2,008.50	9,373.50
Rowan.....	3,888.88	41,482.54	6,785.04	52,156.46
Rural.....	1,500.00	27,081.79	5,140.29	33,722.08
Salisbury.....	1,500.00	11,800.75	1,644.75	14,945.50
Spencer.....	888.88	2,600.00	-----	3,488.88
Rutherford.....	1,800.00	20,586.73	1,874.86	24,261.59
Rural.....	1,000.00	18,886.73	1,874.86	21,761.59
Rutherfordton.....	800.00	1,700.00	-----	2,500.00
Sampson.....	2,350.00	28,923.17	5,232.72	36,505.89
Rural.....	1,450.00	26,238.17	4,542.72	32,230.89
Clinton.....	900.00	2,635.00	690.00	4,225.00
Scotland.....	1,800.00	12,376.15	4,484.75	18,660.90
Rural.....	600.00	8,644.65	3,781.75	13,029.40
Laurinburg.....	1,200.00	3,731.50	700.00	5,631.50
Stanly.....	1,775.00	18,778.91	885.00	21,438.91
Rural.....	400.00	15,378.91	885.00	16,663.91
Albemarle.....	1,375.00	3,400.00	-----	4,775.00
Stokes.....	800.00	15,554.09	1,049.67	17,403.76
Surry.....	3,160.00	21,950.01	1,936.98	27,046.99
Rural.....	1,300.00	16,162.81	1,339.98	18,802.79
Mt. Airy.....	1,500.00	5,367.20	540.00	7,407.20
Westfield.....	360.00	420.00	57.00	837.00
Swain.....	500.00	13,353.22	275.39	14,128.61
Transylvania.....	900.00	12,216.28	328.55	13,444.83
Tyrrell.....	150.00	5,745.75	993.25	6,889.00
Union.....	2,500.00	37,031.77	5,228.50	44,760.27
Rural.....	1,000.00	29,515.13	4,193.50	34,708.63
Monroe.....	1,500.00	7,516.64	1,035.00	10,051.64
Vance.....	2,633.33	17,027.50	5,356.84	25,017.67
Rural.....	833.33	9,592.50	2,161.84	12,587.67
Henderson.....	1,800.00	7,435.00	3,195.00	12,430.00

TABLE V. SPENT FOR TEACHING AND SUPERVISION—*Continued.*

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Wake.....	\$ 5,000.00	\$ 80,758.78	\$ 18,241.00	\$ 103,999.78
Rural.....	*2,750.00	43,504.06	8,356.16	54,610.22
Raleigh.....	2,250.00	37,254.72	9,884.84	49,389.56
Warren.....	840.00	14,964.32	4,691.24	20,495.56
Washington.....	2,644.89	8,710.79	3,317.96	14,673.64
Rural.....	644.89	5,486.79	2,257.96	8,389.64
Roper.....	800.00	1,230.00	520.00	2,600.00
Plymouth.....	1,200.00	1,944.00	540.00	3,684.00
Watauga.....	390.00	9,010.00	240.00	9,640.00
Wayne.....	5,525.00	35,492.43	8,973.50	49,990.93
Rural.....	1,500.00	18,785.50	4,255.00	24,540.50
Goldsboro.....	1,925.00	12,496.93	3,493.00	17,914.93
Mt. Olive.....	1,200.00	2,320.00	930.50	4,450.50
Fremont.....	900.00	1,890.00	295.00	3,085.00
Wilkes.....	2,779.50	27,218.99	2,160.85	32,159.34
Rural.....	1,279.50	23,778.99	1,840.85	26,899.34
N. Wilkesboro.....	1,500.00	3,440.00	320.00	5,260.00
Wilson.....	5,150.00	26,652.41	7,799.43	39,601.84
Rural.....	1,000.00	12,795.50	3,406.17	17,201.67
Wilson.....	1,950.00	10,995.66	3,860.76	16,806.42
Lucama.....	1,100.00	1,381.25	232.50	2,713.75
Elm City.....	1,100.00	1,480.00	300.00	2,880.00
Yadkin.....	600.00	12,086.50	719.00	13,405.50
Yancey.....	417.00	11,061.00	118.80	11,597.60
North Carolina.....	221,087.97	2,351,649.05	384,151.53	2,956,888.55
Rural.....	94,849.97	1,688,330.18	262,089.52	2,045,269.67
City.....	126,238.00	663,318.87	122,062.01	911,618.88

*\$1,000 for assistant.

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES, 1912-1913.

This table shows what was spent for the following: Fuel and janitors, furniture, libraries, supplies, schoolhouses (white), schoolhouses (colored), insurance and rent, and interest and sinking-fund account.

SUMMARY OF TABLE VI AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Fuel and janitors, 1912-'13.....	\$ 45,096.24	\$ 85,305.53	\$ 130,361.77
Fuel and janitors, 1911-'12.....	42,895.15	58,310.33	101,205.48
Increase.....	2,201.09	26,995.20	29,156.29
Furniture, 1912-'13.....	58,176.12	20,822.15	78,993.27
Furniture, 1911-'12.....	54,964.04	21,233.52	76,197.56
Increase.....	3,212.08	*411.37	2,800.71
Libraries, 1912-'13.....	12,833.85	2,642.81	15,476.66
Libraries, 1911-'12.....	7,503.49	4,090.34	11,593.83
Increase.....	5,330.36	*1,447.53	3,882.83
Supplies, 1912-'13.....	18,653.10	28,631.51	47,284.61
Supplies, 1911-'12.....	10,684.67	28,606.30	39,290.97
Increase.....	7,968.43	25.21	7,993.64
Houses (white), 1912-'13.....	320,339.66	133,658.63	453,998.29
Houses (white), 1911-'12.....	285,968.08	171,664.74	457,632.82
Increase.....	34,371.58	*38,006.11	*3,634.53
Houses (colored), 1912-'13.....	38,009.13	23,204.14	61,213.27
Houses (colored), 1911-'12.....	27,957.26	60,919.41	88,876.67
Increase.....	10,051.87	*37,715.27	*27,663.40
Insurance and rent, 1912-'13.....	11,307.90	10,209.16	21,517.06
Insurance and rent, 1911-'12.....	12,624.88	7,735.15	20,360.03
Increase.....	*1,316.98	2,474.01	1,157.03
Interest, loan fund, etc., 1912-'13.....	83,832.26	43,253.41	127,085.67
Interest, loan fund, etc., 1911-'12.....	76,628.26	44,477.72	121,105.98
Increase.....	7,204.00	*1,224.31	5,979.69
Total for buildings and supplies, 1912-'13.....	588,248.26	347,687.34	935,935.60
Total for buildings and supplies, 1911-'12.....	519,225.83	397,037.50	916,263.33
Increase.....	69,022.43	*49,350.16	19,672.27
Percentage for buildings and supplies, 1912-'13.....	20.46	23.2	21.4
Percentage for buildings and supplies, 1911-'12.....	18.2	28.8	22.4
Increase.....	2.26	*5.6	*1.00

*Decrease.

EXPENDITURES, 1912-1913

27

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Buildings and Repairs, White.	New Build- ings and Repairs, Colored.	Total.
Alamance.....	\$1,424.37	\$ 744.92	\$ 664.46	\$ 220.77	\$ 189.93	\$2,750.72	\$9,529.72	\$1,593.41	\$17,118.30
Rural.....	295.05	600.79	98.90	195.42	66.73	2,114.80	8,536.39	1,532.16	13,440.24
Burlington.....	224.75	81.96	255.69	25.35	73.20	300.27	752.21	11.25	1,724.68
Graham.....	350.00		271.14		50.00	226.45	41.12		938.71
Haw River.....	104.57	62.17	38.73			109.20			314.67
Mebane.....	450.00						200.00	50.00	700.00
Alexander.....	458.25	371.86	63.80	45.00	7.00	155.00	3,808.95	25.85	4,935.71
Alleghany.....		89.82				681.82	624.65		1,396.29
Anson.....	875.20	563.65	313.35	105.00	101.85	2,172.51	2,884.68	833.30	7,849.24
Rural.....	507.53	412.01	60.33	105.00	64.35	1,170.76	2,756.34	815.80	5,592.12
Wadesboro.....	367.67	151.64	253.02		37.50	1,001.75	128.04	17.50	1,957.12
Ashe.....	121.32	28.50	56.18	153.30	23.00	556.93	1,085.30	36.77	2,061.30
Avery.....	120.72	139.50	33.00	60.00		185.10	921.39		1,459.71
Beaufort.....	1,679.52	601.66	884.64	359.10	715.45	2,045.20	5,153.46	313.85	11,752.88
Rural.....	480.82	356.70	96.83	359.10	22.00	766.60	3,256.85	145.66	5,484.56
Washington.....	932.15	239.11	609.81		671.45	229.00	603.87	168.19	3,453.58
Belhaven.....	266.55	5.85	178.00		22.00	1,049.60	1,292.74		2,814.74
Bertie.....	1,040.74	398.78	114.94	60.00	148.70	457.00	1,359.64	754.03	4,333.83
Rural.....	565.74	384.78	102.94	60.00	63.70	332.00	1,274.64	754.03	3,537.83
Windsor.....	275.00				70.00				345.00
Aulander.....	200.00	14.00	12.00		15.00	125.00	85.00		451.00
Bladen.....	57.25	220.12	31.00	210.00	27.00	537.48	3,430.69	448.21	4,961.75
Brunswick.....	45.75	86.70	103.05		29.70	474.40	1,925.83	81.25	2,747.53
Buncombe.....	5,358.99	3,284.20	602.20	197.29	1,145.92	2,770.00	15,146.55	617.40	29,122.55
Rural.....	1,447.75	2,911.70	423.80	145.54	913.10	2,770.00	13,621.37	617.40	22,550.66
Asheville.....	3,911.24	372.50	178.40	51.75	232.82		1,525.18		6,271.89
Burke.....	917.34	417.10	230.35	270.00	340.58	959.00	1,493.77	2.90	4,631.04
Rural.....	208.79	364.50	179.27	170.00	163.58		1,254.45		2,340.59
Morganton.....	708.55	52.60	51.08	100.00	177.00	959.00	239.32	2.90	2,290.45
Cabarrus.....	1,854.88	272.92	706.18	65.96	75.60	1,286.96	2,619.26	274.92	7,156.68
Rural.....	623.18	244.67	380.54	65.96	75.60	1,286.96	2,216.81	274.92	5,168.64
Concord.....	1,231.70	28.25	325.64				402.45		1,988.04
Caldwell.....	860.98	855.59	331.22	551.21	257.24	2,008.53	4,248.83	154.10	9,267.70
Rural.....	96.76	462.26	119.06	139.20	95.24	979.00	4,085.10	154.10	6,130.72
Lenoir.....	705.72	322.41	194.66	372.01	147.00	1,029.53	163.73		2,935.06
Granite.....	40.00	60.00	10.00	40.00	15.00				165.00
Rhodhiss.....	18.50	10.92	7.50						36.92
Camden.....	492.69	285.29	187.00	105.00	66.40	409.40	1,835.14	87.72	3,468.64
Carteret.....	301.48	612.59	31.41	200.00	8.00	858.60	1,074.58	24.22	3,110.88
Rural.....	61.48	612.59	31.41	200.00	8.00	687.60	420.58	24.22	2,045.88
Morehead City.....	240.00					171.00	654.00		1,065.00
Caswell.....	214.30	333.23	139.70	150.18	68.75	180.86	870.16	428.73	2,385.91
Rural.....	157.15	293.68	106.40	150.18	46.00	178.00	854.22	416.73	2,202.36
Pelham.....	57.15	39.55	33.30		22.75	2.86	15.94	12.00	183.55
Catawba.....	1,609.47	1,191.29	648.65	338.55	441.70	2,030.85	11,780.90		18,041.41
Rural.....	746.85	830.09	229.49	338.55	22.00	1,188.00	4,065.69		7,420.67
Hickory.....	475.42	119.20	212.20		340.70	396.35	7,715.21		9,259.08
Newton.....	387.20	242.00	206.96		79.00	446.50			1,361.66
Chatham.....	444.55	354.36	36.14	105.00	47.00	819.00	1,357.39	804.87	3,969.21
Cherokee.....	1,120.34	464.25	159.18	60.00	177.35	4,016.07	1,779.93		7,777.12
Rural.....	70.20	70.00	109.18	60.00	22.25	1,514.30	1,587.67		3,433.60
Andrews.....	550.14	394.25			155.10	701.77	192.26		1,993.52
Murphy.....	500.00		50.00			1,800.00			2,350.00

EXPENDITURES, 1912-1913

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Buildings and Repairs, White.	New Build- ings and Repairs, Colored.	Total.
Chowan.....	\$ 677.30	\$ 526.92	\$ 449.42	\$-----	\$ 353.75	\$ 98.49	\$4,655.24	\$ 92.65	\$ 6,853.77
Rural.....	338.30	206.46	30.45	-----	266.75	68.00	4,655.24	92.65	5,657.85
Edenton.....	339.00	320.46	418.97	-----	87.00	30.49	-----	-----	1,195.92
Clay.....	13.75	-----	46.65	-----	34.10	270.60	1,239.79	-----	1,604.89
Cleveland.....	1,597.77	788.57	1,029.42	251.87	485.34	1,218.49	2,220.09	109.76	7,701.31
Rural.....	929.42	744.57	438.32	251.87	222.84	1,195.49	1,856.99	88.75	5,728.25
Shelby.....	447.96	44.00	407.55	-----	262.50	23.00	363.10	21.01	1,569.12
Kings Mountain.....	220.39	-----	183.55	-----	-----	-----	-----	-----	403.94
Columbus.....	530.00	1,000.00	200.00	200.00	400.00	1,769.99	2,250.00	1,000.00	7,349.90
Craven.....	1,312.66	446.82	496.47	116.17	73.50	1,241.10	2,650.57	397.59	6,734.88
Rural.....	224.30	446.82	159.13	116.17	-----	1,173.60	2,619.62	397.59	5,137.23
New Bern.....	1,088.36	-----	337.34	-----	73.50	67.50	30.95	-----	1,597.65
Cumberland.....	1,508.19	904.88	640.71	238.72	445.64	4,216.19	19,307.15	639.45	27,900.93
Rural.....	72.00	846.00	384.50	90.00	86.72	627.44	3,180.05	480.86	5,767.57
Fayetteville.....	1,360.19	58.88	205.77	148.72	270.34	3,103.75	16,113.30	153.59	21,420.04
Hope Mills.....	76.00	-----	50.44	-----	88.58	485.00	13.30	-----	713.32
Currituck.....	210.67	317.59	107.97	15.00	119.00	644.60	1,665.84	14.89	3,095.56
Dare.....	226.00	184.53	47.10	165.00	-----	277.94	1,542.00	-----	2,442.57
Davidson.....	1,895.77	918.90	495.12	610.83	315.25	651.78	3,425.44	220.28	8,533.37
Rural.....	949.75	815.06	75.05	571.38	164.05	-----	3,425.44	181.12	6,181.85
Lexington.....	552.40	-----	196.98	-----	151.20	151.78	-----	31.66	1,084.02
Thomasville.....	393.62	103.84	223.09	39.45	-----	500.00	-----	7.50	1,267.50
Davie.....	707.68	543.51	26.42	-----	201.00	14.40	2,446.08	21.46	3,960.55
Rural.....	315.06	339.31	26.42	-----	201.00	14.40	1,947.74	9.20	2,853.13
Mocksville.....	392.62	204.20	-----	-----	-----	-----	498.34	12.26	1,107.42
Duplin.....	257.27	1,446.45	-----	59.66	44.00	1,651.60	1,821.50	812.24	6,095.72
Durham.....	6,040.00	967.57	2,671.06	180.28	742.17	5,495.75	18,877.01	688.20	35,662.04
Rural.....	1,568.85	415.27	469.27	180.28	65.00	4,874.00	14,504.22	29.78	22,106.67
Durham.....	4,471.15	552.30	2,201.79	-----	677.17	621.75	4,372.79	658.42	13,555.37
Edgecombe.....	1,351.44	1,762.40	585.57	121.00	216.13	3,940.58	1,834.56	403.52	10,215.20
Rural.....	466.99	733.94	71.69	15.00	216.13	665.70	1,699.33	283.52	4,152.30
Tarboro.....	834.45	1,028.46	513.88	106.00	-----	3,274.88	135.23	120.00	6,062.90
Forsyth.....	6,219.20	1,719.99	2,753.02	367.04	312.17	413.80	8,833.24	11,273.23	31,891.69
Rural.....	1,950.02	1,604.99	547.62	225.00	165.27	400.80	7,616.70	499.19	13,009.59
Winston.....	4,119.18	-----	2,005.40	142.04	131.90	-----	1,216.54	10,759.04	18,374.10
Kernersville.....	150.00	115.00	200.00	-----	15.00	13.00	-----	15.00	508.00
Franklin.....	915.10	533.18	371.36	66.00	111.80	2,146.94	2,822.85	3,852.88	10,820.11
Rural.....	151.79	226.55	59.35	-----	63.80	168.86	2,634.99	350.28	3,655.62
Franklinton.....	323.50	245.11	248.96	-----	48.00	711.29	75.47	3,500.00	5,152.33
Louisburg.....	323.06	61.52	45.00	66.00	-----	1,145.68	79.23	-----	1,720.49
Youngsville.....	116.75	-----	18.05	-----	-----	121.11	33.16	2.60	291.67
Gaston.....	3,212.98	1,530.82	1,010.14	83.00	265.50	2,064.40	7,810.59	211.53	16,188.96
Rural.....	1,750.37	1,507.82	391.32	83.00	250.95	2,064.40	6,356.12	211.53	12,615.51
Gastonia.....	1,462.61	23.00	618.82	-----	14.55	-----	454.47	-----	3,573.45
Gates.....	483.16	771.98	39.89	165.00	80.20	835.40	7,240.29	9.64	9,630.56
Graham.....	125.00	11.91	14.11	-----	-----	24.00	944.20	-----	1,119.22
Granville.....	1,070.50	699.39	289.25	52.06	90.46	3,051.35	3,427.92	132.04	8,812.97
Rural.....	556.37	678.89	182.54	52.06	82.96	1,985.50	3,336.76	132.04	7,007.12
Oxford.....	514.13	20.50	106.71	-----	7.50	1,065.85	91.16	-----	1,805.85
Greene.....	178.23	347.86	91.57	100.00	131.35	325.60	556.55	192.65	1,923.81
Guilford.....	13,737.86	1,493.30	3,790.93	280.86	537.99	3,680.70	36,061.55	1,766.06	61,349.25
Rural.....	2,294.63	1,493.30	678.46	280.86	205.69	2,670.10	10,910.14	1,262.31	19,795.49
Greensboro.....	9,845.17	-----	-----	-----	-----	-----	25,101.41	-----	34,946.58
High Point.....	1,235.56	-----	2,444.15	-----	325.50	859.10	-----	498.75	5,363.06

EXPENDITURES, 1912-1913

29

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Buildings and Repairs, White.	New Build- ings and Repairs, Colored.	Total.
Guilford College...	\$ 72.50	\$ -----	\$ 608.32	\$ -----	\$ 6.80	\$ 151.50	\$ -----	\$ -----	\$ 839.12
Gibsonville.....	290.00	-----	60.00	-----	-----	-----	50.00	-----	405.00
Halifax.....	2,408.86	262.70	1,050.86	152.25	186.75	3,274.88	1,682.24	112.21	9,130.75
Rural.....	693.16	220.16	127.73	150.00	69.50	108.80	1,172.66	109.30	2,651.31
Scotland Neck.....	470.23	-----	227.24	-----	-----	1,754.23	-----	-----	2,451.70
Weldon.....	480.99	-----	157.85	2.25	81.25	690.00	66.05	-----	1,478.39
Enfield.....	320.80	42.54	204.27	-----	-----	120.00	200.38	2.51	977.00
Roanoke Rapids.....	443.68	-----	336.77	-----	36.00	601.85	153.15	-----	1,571.45
Harnett.....	831.36	400.12	184.38	240.00	335.60	454.50	10,014.33	408.78	12,807.67
Rural.....	432.00	300.12	174.38	240.00	215.60	454.50	1,514.33	356.78	3,687.71
Dunn.....	399.36	100.00	10.00	-----	120.00	-----	8,500.00	50.00	9,179.36
Haywood.....	1,357.35	320.86	151.62	30.00	336.00	218.23	15,218.36	150.94	17,783.36
Rural.....	155.30	137.11	-----	30.00	30.00	204.20	316.88	-----	874.49
Waynesville.....	798.71	-----	-----	-----	150.00	-----	14,895.78	150.94	15,995.43
Canton.....	403.34	183.75	151.62	-----	156.00	14.03	5.70	-----	914.44
Henderson.....	444.14	1,024.75	1,599.30	60.00	142.45	1,127.00	3,259.07	33.08	7,680.79
Rural.....	252.14	618.03	541.69	60.00	117.70	1,127.00	3,259.07	33.08	6,008.71
Hendersonville.....	192.00	406.72	1,057.61	-----	24.75	-----	-----	-----	1,681.08
Hertford.....	434.44	93.66	27.99	-----	-----	-----	91.25	40.09	687.43
Hoke.....	66.12	275.75	63.84	-----	64.80	-----	2,310.53	149.52	2,930.61
Hyde.....	273.96	332.78	173.57	30.00	93.00	538.00	1,425.69	628.57	3,495.57
Iredell.....	2,052.85	1,264.47	200.44	50.00	607.00	2,058.28	5,917.29	477.62	12,657.95
Rural.....	898.97	939.22	89.72	50.00	210.70	1,002.20	4,258.41	359.70	7,808.92
Mooreville.....	534.19	197.01	57.32	-----	196.00	1,056.08	1,043.65	-----	3,084.25
Statesville.....	619.69	128.24	53.40	-----	200.30	-----	645.23	117.92	1,764.78
Jackson.....	320.75	450.84	75.42	68.00	-----	700.00	720.80	-----	2,335.81
Johnston.....	1,704.51	1,528.08	643.40	450.00	25.00	1,654.40	10,651.61	427.13	17,084.13
Rural.....	1,155.00	1,412.25	502.69	450.00	-----	1,348.90	9,930.38	357.10	15,156.32
Selma.....	184.13	115.83	48.78	-----	25.00	-----	721.23	70.03	1,165.00
Smithfield.....	365.38	-----	91.93	-----	-----	305.50	-----	-----	762.81
Jones.....	136.50	243.36	58.99	80.00	-----	266.40	862.30	423.84	2,071.39
Lee.....	753.35	689.91	148.71	311.49	178.50	1,177.30	1,963.13	44.90	5,267.29
Rural.....	208.30	531.39	27.35	311.49	13.50	408.30	1,652.90	44.90	3,198.13
Stanford.....	349.35	167.52	110.11	-----	127.50	116.00	311.23	-----	1,121.71
Jonesboro.....	195.70	51.00	11.25	-----	37.50	650.00	-----	-----	945.45
Lenoir.....	1,717.87	735.24	597.51	121.27	486.31	859.25	1,627.67	431.20	6,576.32
Rural.....	253.88	213.07	83.82	70.00	322.31	248.00	1,360.05	344.25	2,895.38
Kinston.....	1,047.74	492.61	513.69	51.27	106.00	98.75	130.22	86.95	2,527.23
LaGrange.....	416.25	29.56	-----	-----	58.00	512.50	137.40	-----	1,153.71
Lincoln.....	984.28	386.68	383.22	94.52	36.75	868.95	1,461.37	226.15	4,441.92
Rural.....	592.28	275.41	108.22	94.52	36.75	694.95	1,461.37	201.15	3,461.65
Lincolnton.....	392.00	111.27	275.00	-----	-----	174.00	-----	25.00	977.27
Macon.....	-----	23.25	-----	120.00	46.20	282.98	269.43	-----	741.86
Madison.....	233.48	799.04	84.77	40.00	-----	-----	4,786.14	-----	5,943.43
Martin.....	509.78	598.63	320.46	109.21	229.52	690.00	2,820.55	151.37	5,429.52
Rural.....	216.68	372.00	81.88	101.96	174.32	270.00	2,820.55	151.37	4,188.76
Williamston.....	293.10	226.63	238.58	7.25	-----	200.00	-----	-----	1,065.56
Robersonville.....	-----	-----	-----	-----	55.20	120.00	-----	-----	175.20
McDowell.....	322.17	537.28	326.26	274.20	75.70	642.50	6,639.25	-----	8,817.36
Rural.....	45.25	302.42	130.41	212.20	70.30	433.50	4,546.42	-----	5,740.50
Marion.....	237.67	234.86	127.12	-----	5.40	209.00	2,083.08	-----	2,897.13
Old Fort.....	39.25	-----	63.73	62.00	-----	-----	9.75	-----	179.73
Mecklenburg.....	9,270.02	3,367.64	1,598.94	156.29	535.03	832.50	12,029.50	-----	27,789.92
Rural.....	1,878.69	2,161.02	469.24	156.29	457.23	832.50	10,725.98	-----	16,680.95
Charlotte.....	7,391.33	1,206.62	1,129.70	-----	77.80	-----	1,303.52	-----	11,108.97

EXPENDITURES, 1912-1913

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Buildings and Repairs, White.	New Build- ings and Repairs, Colored.	Total.
Mitchell.....	\$ 85.24	\$ 100.00	\$ 16.75	\$ 60.00	\$-----	\$ 437.50	\$1,100.00	\$-----	\$ 1,799.49
Montgomery.....	128.91	202.35	125.08	30.00	-----	131.76	520.85	44.30	1,183.25
Rural.....	59.65	197.55	50.93	30.00	-----	101.76	520.85	44.30	1,005.04
Troy.....	69.26	4.80	74.15	-----	-----	30.00	-----	-----	178.21
Moore.....	472.05	905.94	529.47	378.73	264.35	1,453.81	1,708.06	935.82	6,648.23
Rural.....	-----	739.94	85.42	378.73	31.35	327.56	1,646.06	935.82	4,144.88
Carthage.....	239.05	-----	267.50	-----	-----	600.00	-----	-----	1,106.55
Southern Pines.....	133.00	106.00	136.55	-----	198.00	526.25	12.00	-----	1,111.80
Aberdeen.....	100.00	60.00	40.00	-----	35.00	-----	50.00	-----	285.00
Nash.....	2,150.63	3,343.24	3,325.13	62.00	1,363.57	2,136.61	9,061.33	1,306.00	22,748.51
Rural.....	513.16	2,487.20	2,088.13	42.00	766.32	1,324.58	7,418.90	1,066.00	15,706.29
Rocky Mount.....	1,637.47	856.04	1,237.00	20.00	597.25	812.03	1,642.43	240.00	7,042.22
New Hanover.....	4,884.07	2,187.41	1,752.73	30.00	859.77	1,661.14	12,787.83	797.75	24,960.70
Rural.....	501.71	503.04	469.15	30.00	108.24	680.00	8,264.27	77.00	10,633.41
Wilmington.....	4,382.36	1,684.37	1,283.58	-----	751.53	981.14	4,523.56	720.75	14,327.29
Northampton.....	648.91	471.29	229.56	134.87	140.60	1,854.40	5,341.90	1,159.52	9,981.05
Onslow.....	34.26	697.92	251.26	283.60	70.00	1,400.46	4,322.69	2,034.74	9,094.93
Orange.....	997.16	1,310.74	103.33	233.50	79.30	951.82	3,315.83	1,537.46	8,529.19
Rural.....	497.70	1,310.74	103.33	233.50	79.30	951.82	2,747.66	1,537.46	7,461.51
Chapel Hill.....	499.46	-----	-----	-----	-----	-----	568.22	-----	1,067.68
Pamlico.....	249.59	441.91	53.47	280.50	282.62	971.64	492.55	300.61	3,072.89
Pasquotank.....	2,014.20	396.64	421.65	60.00	107.30	3,175.20	2,211.13	20.17	8,406.29
Rural.....	389.82	92.70	84.99	60.00	20.80	345.20	1,929.52	20.17	2,943.20
Elizabeth City.....	1,624.38	303.94	336.66	-----	86.50	2,830.00	281.61	-----	5,463.09
Pender.....	332.62	1,232.66	407.50	110.00	266.21	-----	6,573.91	667.70	9,590.60
Perquimans.....	742.18	300.71	159.72	-----	6.60	1,218.05	1,151.02	814.26	4,392.54
Rural.....	181.38	197.88	31.20	-----	6.60	312.30	1,112.37	797.92	2,639.65
Hertford.....	560.80	102.83	128.52	-----	-----	905.75	38.65	16.34	1,752.89
Person.....	718.39	215.27	209.19	45.00	-----	-----	1,182.48	686.62	3,056.95
Rural.....	354.20	169.37	44.79	45.00	-----	-----	1,141.91	667.19	2,422.46
Roxboro.....	364.19	45.90	164.40	-----	-----	-----	40.57	19.43	634.49
Pitt.....	1,181.72	1,513.79	1,980.63	154.35	442.85	2,315.48	6,041.35	147.10	13,777.27
Rural.....	427.53	1,241.20	1,605.53	35.00	186.25	2,221.98	5,936.20	30.81	11,684.50
Greenville.....	754.19	272.59	375.10	119.35	256.60	93.50	105.15	116.29	2,092.77
Polk.....	222.05	58.38	80.80	150.00	13.76	54.20	871.80	37.65	1,488.64
Randolph.....	1,388.99	407.97	436.31	30.00	182.20	3,469.00	2,748.14	28.67	8,691.28
Rural.....	483.21	407.97	253.04	30.00	13.00	2,479.00	2,464.97	28.67	6,159.86
Asheboro.....	480.78	-----	183.27	-----	116.70	810.00	208.17	-----	1,798.92
Randleman.....	425.00	-----	-----	-----	52.50	180.00	75.00	-----	732.50
Richmond.....	1,087.99	458.75	125.90	238.25	327.11	1,580.90	8,477.40	750.36	13,045.66
Rural.....	157.95	164.55	69.89	90.00	105.11	1,402.40	2,700.50	704.74	5,395.14
Rockingham.....	683.29	75.00	19.47	104.67	120.00	178.50	5,447.65	44.62	6,672.20
Hamlet.....	246.75	219.20	36.54	43.58	102.00	-----	329.25	1.00	978.32
Robeson.....	1,288.43	2,284.17	415.12	363.18	497.78	1,402.40	3,585.45	3,277.77	13,114.30
Rural.....	629.77	2,217.92	209.60	363.18	461.03	1,402.40	3,380.00	2,331.93	10,995.83
Maxton.....	253.91	66.25	94.50	-----	36.75	-----	204.45	62.26	719.12
Lumberton.....	404.75	-----	111.02	-----	-----	-----	-----	883.58	1,399.35
Rockingham.....	1,143.54	1,039.71	131.30	45.00	323.18	1,738.05	4,997.10	1,336.33	10,754.21
Rural.....	626.80	938.74	-----	45.00	323.18	968.30	4,997.10	1,336.33	9,235.45
Reidsville.....	516.74	100.97	131.30	-----	-----	769.75	-----	-----	1,518.76
Rowan.....	2,988.34	861.55	785.01	185.00	292.60	1,763.60	1,937.01	428.81	9,241.92
Rural.....	1,290.38	429.73	117.33	135.00	127.60	1,612.60	1,561.22	395.96	5,669.82
Salisbury.....	1,347.38	102.70	619.83	-----	-----	143.00	218.34	32.85	2,464.00
Spencer.....	350.58	329.12	47.85	50.00	165.00	8.00	157.45	-----	1,108.00

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Buildings and Repairs, White.	New Build- ings and Repairs, Colored.	Total.
Rutherford.....	\$ 333.71	\$ 487.80	\$ 181.05	\$ 181.53	\$ 91.45	\$ 929.16	\$1,686.56	\$ 757.63	\$ 4,618.89
Rural.....	163.83	420.55	181.05	181.53	91.45	929.16	1,686.56	757.63	4,411.76
Rutherfordton.....	169.88	67.25							237.13
Sampson.....	552.66	3,741.80	63.02	587.50	253.85	835.22	23,050.43	2,308.00	31,392.48
Rural.....	302.04	2,076.36		546.50	141.35	835.22	6,050.43	1,058.00	11,009.90
Clinton.....	250.62	1,665.44	63.02	41.00	112.50		17,000.00	1,250.00	20,382.58
Scotland.....	660.45	272.40	145.21	693.46	289.40	1,566.25	1,860.48	1,382.13	6,869.78
Rural.....	113.55	172.40	8.75	90.00			1,765.89	1,382.13	3,532.72
Laurinburg.....	546.90	100.00	136.46	603.46	289.40	1,566.25	94.59		3,337.06
Stanly.....	698.43	336.98	37.77		168.50	731.76	6,815.36	1.35	8,790.15
Rural.....	309.78	269.48	9.27			651.76	6,680.36	1.35	7,922.00
Albemarle.....	388.65	67.50	28.50		168.50	80.00	135.00		868.15
Stokes.....	252.98	262.73	59.67	105.00		870.28	1,332.01		2,882.70
Surry.....	958.83	436.57	110.97	111.00	59.10	934.47	3,622.41	58.75	6,292.10
Rural.....	365.62	436.57	17.22	111.00	9.90	821.30	2,894.27	58.75	4,714.63
Mt. Airy.....	593.21		93.75		49.20	113.17	728.14		1,577.47
Swain.....	345.51	835.38	153.29	117.00	71.50	773.12	4,204.95	14.00	6,514.78
Transylvania.....	472.74	728.37	29.78	60.00	83.10	856.10	1,725.31	553.08	4,508.48
Tyrrell.....	75.56	6.93	74.93			136.00	689.43	66.74	1,049.59
Union.....	1,120.00	735.16	1,137.10	115.00	55.45	389.41	6,025.25	248.86	9,826.23
Rural.....	456.69	735.16	352.25	115.00	55.45	281.08	6,025.25	248.86	9,289.74
Monroe.....	663.31		784.85			108.33			1,556.49
Vance.....	2,504.30	596.55	140.66	10.00	42.75		2,516.08	481.11	6,291.45
Rural.....	591.78	596.55	140.66	10.00	42.75		2,516.08	481.11	4,378.93
Henderson.....	1,912.52								1,912.52
Wake.....	7,189.78	3,591.89	2,492.12	715.12	1,380.59	7,415.92	5,505.17	3,371.99	31,662.58
Rural.....	2,062.65	2,299.72	911.88	651.52	622.37	4,758.92	3,656.48	1,711.19	16,674.73
Raleigh.....	5,127.13	1,292.17	1,580.24	63.60	758.22	2,657.00	1,848.69	1,660.80	14,987.85
Warren.....	568.51	566.07	347.95	195.00	25.80	1,199.40	3,641.49	1,012.43	7,556.65
Washington.....	732.36	187.80	244.66		338.04	579.40	5,483.02		7,565.28
Rural.....	499.36	8.00			238.04	516.90	5,483.02		6,745.32
Roper.....	56.00								56.00
Plymouth.....	177.00	179.80	244.66		100.00	62.50			763.96
Watauga.....	1.00						1,757.94		1,758.94
Wayne.....	3,003.63	5,227.23	984.99	286.99	599.80	3,184.76	3,535.88	429.17	17,252.45
Rural.....	1,015.69	1,080.69	121.11	103.93	349.05	1,909.75	2,926.78	320.42	7,827.42
Goldsboro.....	1,652.94	4,023.34	556.25	183.06	200.75	1,065.16	594.74	108.75	8,384.99
Mt. Olive.....	320.00	84.00	190.04			102.50	14.36		710.90
Fremont.....	15.00	39.20	117.59		50.00	107.35			329.14
Wilkes.....	502.36	38.80	182.45	464.00	114.30	1,825.30	8,439.35	195.34	11,761.90
Rural.....	194.64	38.80	68.78	464.00		1,811.80	4,871.82	25.34	7,475.18
N. Wilkesboro.....	307.72		113.67		114.30	13.50	3,567.53	170.00	4,286.72
Wilson.....	2,296.12	837.87	940.69	200.00	214.50	1,712.83	4,542.97	1,998.05	12,743.03
Rural.....	534.61	471.97	356.32		90.80	802.00	2,705.27	676.00	5,636.97
Wilson.....	1,541.01	141.90	511.96	200.00	123.70	910.83	1,793.00	1,322.05	6,544.45
Lucama.....	100.00	12.00	23.21				44.70		179.91
Elm City.....	120.50	212.00	49.20						381.70
Yadkin.....	230.43	11.50	27.30	15.00		141.56	136.26		562.05
Yancey.....	7.65	93.10	207.88	30.00		250.60	657.49		1,251.72
North Carolina.....	130,361.77	78,998.27	47,284.61	15,476.66	21,517.96	127,984.67	154,108.29	61,214.27	935,935.00
Rural.....	45,096.24	58,176.12	18,653.10	12,833.85	11,307.90	83,832.26	320,339.66	38,009.13	588,248.26
City.....	85,305.53	20,822.15	28,631.51	2,642.81	10,209.16	43,252.41	133,658.63	23,204.14	347,687.34

TABLE VII. SPENT FOR ADMINISTRATION, ETC., 1912-1913.

This table shows what was paid for the administration of the school fund—treasurer, board of education, committeemen, taking school census, errors, overcharges and borrowed money, and all other expenses.

SUMMARY OF TABLE VII AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Treasurer, 1912-'13.....	\$ 48,385.47	\$ 6,124.59	\$ 54,510.06
Treasurer, 1911-'12.....	44,094.69	5,986.74	50,081.43
Increase.....	4,290.78	137.85	4,428.63
Board of Education, 1912-'13.....	21,693.25		21,693.25
Board of Education, 1911-'12.....	25,382.85		25,382.85
Increase.....	*3,689.60		3,689.60
Taking census and committeemen, 1912-'13.....	11,398.38	1,168.34	12,566.72
Taking census and committeemen, 1911-'12.....	4,451.25	4,360.76	8,812.01
Increase.....	6,947.13	*3,192.42	3,754.71
Other expenses, 1912-'13.....	60,236.06	19,956.44	80,192.50
Other expenses, 1911-'12.....	55,997.48	23,727.07	79,724.55
Increase.....	4,238.58	*3,770.63	467.95
County superintendent's expenses.....	8,091.30		8,091.30
Total for administration, 1912-'13.....	149,804.73	27,249.37	177,054.10
Total for administration, 1911-'12.....	129,926.27	34,499.07	164,425.34
Increase.....	19,878.46	*7,249.70	12,628.76
Percentage spent for administration, 1912-'13.....	5.21	1.8	4.05
Percentage spent for administration, 1911-'12.....	4.43	2.5	4.03
Increase.....	.78	*.7	.02

	Board of Education.			Census and Commit- teemen.	Expenses County Superin- tendent.	All Other Expenses.	Total.
	Treas- urer.	Mileage and Per Diem.	Expenses.				
Alamance.....	\$ 826.16	\$ 69.50	\$ 205.19	\$ 57.35	\$ 21.10	\$1,501.97	\$ 2,681.27
Rural.....	826.16	69.50	205.19	57.35	21.10	1,413.87	2,572.82
Burlington.....						63.10	63.10
Graham.....						25.00	25.00
Haw River.....				10.92			10.92
Mebane.....				9.44			9.44
Alexander.....	320.93	139.45		83.36	93.55	22.65	659.91
Alleghany.....	187.61	80.80	17.00	55.10	20.96	208.55	570.02
Anson.....	779.37	128.00		266.22	27.00	917.84	2,118.43
Rural.....	687.30	128.00		266.22	27.00	917.84	2,026.36
Wadesboro.....	92.07						92.07
Ashe.....	345.03	50.20	84.08	33.02	95.58	150.00	757.91
Avery.....	187.03	106.20	49.18	68.32	105.91	252.61	769.25
Beaufort.....	350.00	116.60	6.00	154.22	46.95	784.58	1,458.35
Rural.....	350.00	116.60	6.00	139.22	46.95	587.29	1,246.06
Washington.....				15.00		142.52	157.52
Belhaven.....						54.77	54.77
Bertie.....	525.61	78.35		101.90	41.95	301.14	1,048.95
Rural.....	500.61	78.35		81.90	41.95	206.39	909.20
Windsor.....	25.00			20.00		94.75	139.75
Aulander.....							
Bladen.....	503.23	185.40	35.25	82.11	12.35	419.01	1,237.35

*Decrease.

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Board of Education.			Census and Commit- teemen.	Expenses County Superin- tendent.	All Other Expenses.	Total.
	Treas- urer.	Mileage and Per Diem.	Expenses.				
Brunswick.....	\$ 119.64	\$ 165.75	\$ 42.00	\$ 53.77	\$ 114.62	\$ 317.15	\$ 812.93
Buncombe.....	1,254.55	546.00	-----	483.66	574.97	2,887.74	5,746.92
Rural.....	541.24	546.00	-----	301.74	574.97	2,879.07	4,843.02
Asheville.....	713.31	-----	-----	181.92	-----	8.67	903.90
Burke.....	393.31	170.55	-----	130.07	136.74	1,508.67	2,339.34
Rural.....	318.31	170.55	-----	130.07	136.74	909.52	1,665.19
Morganton.....	75.00	-----	-----	-----	-----	599.15	674.15
Cabarrus.....	617.37	81.10	50.40	130.47	-----	723.62	1,602.96
Rural.....	617.37	81.10	50.40	80.47	-----	393.85	1,223.19
Concord.....	-----	-----	-----	50.00	-----	329.77	379.77
Caldwell.....	840.66	90.90	113.17	138.28	51.37	1,715.30	2,949.68
Rural.....	454.69	90.90	113.17	118.28	51.37	323.80	1,152.21
Lenoir.....	385.97	-----	-----	-----	-----	1,381.50	1,767.47
Granite.....	-----	-----	-----	20.00	-----	10.00	30.00
Rhodhiss.....	-----	-----	-----	-----	-----	-----	-----
Camden.....	246.11	75.00	33.04	20.22	125.00	60.45	559.82
Carteret.....	153.10	71.00	-----	100.71	73.22	260.21	658.24
Rural.....	153.10	71.00	-----	84.71	73.22	260.21	642.24
Morehead City.....	-----	-----	-----	16.00	-----	-----	16.00
Caswell.....	281.84	57.60	-----	89.52	23.80	52.40	505.16
Rural.....	281.84	57.60	-----	89.52	23.80	52.40	505.16
Pelham.....	-----	-----	-----	-----	-----	-----	-----
Catawba.....	446.01	61.50	217.72	105.77	-----	724.04	1,555.05
Rural.....	446.01	61.50	217.72	101.34	-----	534.55	1,261.12
Hickory.....	-----	-----	-----	-----	-----	-----	-----
Newton.....	-----	-----	-----	4.43	-----	189.50	193.93
Chatham.....	522.77	119.60	16.25	74.36	50.12	909.62	1,692.72
Cherokee.....	555.60	82.80	-----	295.84	19.18	229.07	1,182.49
Rural.....	345.38	82.80	-----	89.34	19.18	229.07	765.77
Andrews.....	110.22	-----	-----	200.00	-----	-----	310.22
Murphy.....	100.00	-----	-----	6.50	-----	-----	106.50
Chowan.....	293.56	65.30	81.00	113.98	104.00	161.14	818.98
Rural.....	293.56	65.30	81.00	103.98	104.00	64.14	711.98
Edenton.....	-----	-----	-----	10.00	-----	97.00	107.00
Clay.....	119.16	62.00	31.48	20.44	75.80	51.75	360.63
Cleveland.....	557.71	37.60	85.80	106.80	28.60	90.10	906.61
Rural.....	557.71	37.60	85.80	106.80	28.60	29.90	846.41
Shelby.....	-----	-----	-----	-----	-----	-----	-----
Kings Mountain.....	-----	-----	-----	-----	-----	60.20	60.20
Columbus.....	665.16	52.00	225.00	380.00	75.00	-----	1,397.16
Craven.....	100.00	35.40	97.70	202.04	-----	1,241.36	1,676.50
Rural.....	-----	35.40	97.70	202.04	-----	812.10	1,147.24
New Bern.....	100.00	-----	-----	-----	-----	429.26	529.26
Cumberland.....	1,022.84	94.80	202.38	-----	-----	507.09	1,827.11
Rural.....	712.99	94.80	202.38	-----	-----	-----	1,010.17
Fayetteville.....	240.00	-----	-----	-----	-----	507.09	747.09
Hope Mills.....	69.85	-----	-----	-----	-----	-----	69.85
Currituck.....	327.33	54.50	64.34	21.98	-----	101.00	569.15
Dare.....	192.25	71.00	124.55	35.20	51.30	-----	474.30
Davidson.....	922.90	97.00	200.61	201.48	6.70	782.11	2,210.80
Rural.....	779.12	97.00	200.61	201.48	6.70	782.11	2,067.02
Lexington.....	93.78	-----	-----	-----	-----	-----	93.78
Thomasville.....	50.00	-----	-----	-----	-----	-----	50.00

EXPENDITURES, 1912-1913

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Board of Education.			Census and Commit- teemen.	Expenses County Superin- tendent.	All Other Expenses.	Total.
	Treas- urer.	Mileage and Per Diem.	Expenses.				
Davie.....	\$ 340.57	\$ 76.40	\$ 23.38	\$ 40.23	\$ 50.73	\$ 414.69	\$ 946.00
Rural.....	340.57	76.40	23.38	37.23	50.73	414.69	943.00
Mocksville.....				3.00			3.00
Duplin.....	718.89	72.40	126.75	93.98	45.25	933.29	1,990.56
Durham.....	1,349.27	305.15	587.64	116.51	35.80	4,020.84	6,415.21
Rural.....	949.27	305.15	587.64	116.51	35.80	217.10	2,211.47
Durham.....	400.00					3,803.74	4,203.74
Edgecombe.....	843.88	72.40	210.87	281.84	62.20	694.64	2,165.83
Rural.....	743.88	72.40	210.87	281.84	62.20	422.90	1,794.09
Tarboro.....	100.00					271.74	371.74
Forsyth.....	10.00	148.00	353.10	261.22	5.90	242.91	1,021.13
Rural.....		148.00	353.10	113.82	5.90	215.91	836.73
Winston.....				140.40			140.40
Kernersville.....	10.00			7.00		27.00	44.00
Franklin.....	748.75	126.50	123.14	349.87	167.80	558.14	2,074.20
Rural.....	568.43	126.50	123.14	349.87	167.80	329.98	1,665.72
Franklinton.....						68.50	68.50
Louisburg.....	129.22					95.46	224.68
Youngsville.....	51.10					64.20	115.30
Gaston.....		31.20		258.98	275.00	601.79	1,166.97
Rural.....		31.20		258.98	275.00	601.79	1,166.97
Gastonia.....							
Gates.....	505.66	86.90		76.30	94.54	379.20	1,142.60
Graham.....	141.34	89.31	17.18	35.00	38.00	356.45	677.28
Granville.....	986.30			119.34	14.80	1,369.14	2,459.58
Rural.....	891.63			119.34	14.80	1,315.74	2,341.51
Oxford.....	94.67					53.40	148.07
Greene.....	271.03	45.90	80.94	45.64	44.20	319.00	806.71
Guilford.....	120.00	285.50	780.65	315.30	399.97	662.45	2,563.87
Rural.....		285.50	780.65	305.54	399.97	660.45	2,432.11
Greensboro.....							
High Point.....	120.00						120.00
Guilford College.....							
Gibsonville.....				9.76		2.00	11.76
Halifax.....	907.34	50.25	650.16	336.32		1,039.09	2,983.16
Rural.....	657.34	50.25	650.16	336.32		277.00	1,971.07
Scotland Neck.....						111.20	111.20
Weldon.....	100.00					25.00	125.00
Enfield.....	50.00					396.00	446.00
Roanoke Rapids.....	100.00					229.89	329.89
Harnett.....	270.00	132.80		95.54	88.91	4,063.18	4,650.43
Rural.....	270.00	132.80		76.54	88.91	3,853.18	4,421.43
Dunn.....				19.00		210.00	229.00
Haywood.....	533.43	128.40	23.58	95.26	23.58	17.05	821.30
Rural.....	492.68	128.40	23.58	95.26	23.58	17.05	780.55
Waynesville.....							
Canton.....	40.75						40.75
Henderson.....	493.22	134.10	393.04	92.30	50.00	412.87	1,575.53
Rural.....	493.22	134.10	393.04	92.30	50.00	230.94	1,393.60
Hendersonville.....						181.93	181.93
Hertford.....	370.77	62.85		248.56	51.56	5,732.10	6,465.84
Hoke.....	250.00		38.48	51.74	18.10	613.02	971.34
Hyde.....	270.29	85.90	30.00	55.88	50.00	264.75	756.82

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Board of Education.			Census and Commit- teemen.	Expenses County Superin- tendent.	All Other Expenses.	Total.
	Treas- urer.	Mileage and Per Diem.	Expenses.				
Iredell.....	\$1,257.77	\$ 101.60	\$ 56.45	\$ 210.24	\$ 116.21	\$ 360.60	\$ 2,102.87
Rural.....	923.65	101.60	56.45	155.10	116.21	50.00	1,403.01
Mooresville.....	234.12			27.14		200.00	461.26
Statesville.....	100.00			28.00		110.60	238.60
Jackson.....	553.56	44.10	85.45	35.16	84.75	190.00	993.02
Johnston.....	1,434.84	67.40	1,270.51	198.52	210.40		3,181.67
Rural.....	1,434.84	67.40	1,270.51	182.90	210.40		3,166.05
Selma.....							
Smithfield.....				15.62			15.62
Jones.....	271.90	78.50		27.14	77.06	155.10	609.70
Lee.....	452.14	68.30		70.86	10.50	318.87	920.67
Rural.....	297.54	68.30		70.86	10.50	298.83	746.03
Sanford.....	119.20					20.04	139.24
Jonesboro.....	35.40						35.40
Lenoir.....	2,850.05	53.70	50.00	118.28	27.56	472.06	3,571.65
Rural.....	2,750.05	53.70	50.00	60.78	27.56	287.54	3,229.63
Kinston.....	100.00			41.92		172.02	313.94
LaGrange.....				15.53		12.50	28.03
Lincoln.....	448.87	51.50	93.75	61.36	26.85	414.31	1,096.64
Rural.....	448.87	51.50	93.75	41.16	26.85	352.58	1,014.71
Lincolnton.....				20.20		61.73	81.93
Macon.....	300.00	70.00	21.70	35.30	78.45	202.57	708.02
Madison.....	494.87	347.90		62.16	214.32	401.90	1,521.15
Martin.....	820.27	139.35		141.00	245.46	161.57	1,507.65
Rural.....	447.64	139.35		141.00	245.46	119.00	1,092.45
Williamston.....	347.63						347.63
Robersonville.....	25.00					42.57	67.57
McDowell.....	540.80	56.80	393.49	72.90	122.75	106.32	1,293.06
Rural.....	490.80	56.80	393.49	72.90	122.75		1,136.74
Marion.....	50.00					106.32	156.32
Old Fort.....							
Meeklenburg.....	1,057.50	236.30		200.28	934.77	5,250.41	7,679.26
Rural.....	757.50	236.30		200.28	934.77	3,238.78	5,367.63
Charlotte.....	300.00					2,011.63	2,311.63
Mitchell.....	255.07	150.60	16.89	74.00			496.56
Montgomery.....	384.50	38.50		76.88	28.18	111.71	639.77
Rural.....	340.47	38.50		76.88	28.18	86.21	570.24
Troy.....	44.03					25.50	69.53
Moore.....	520.54	53.20	42.62	4.00	16.25	126.23	762.84
Rural.....	520.54	53.20	42.62		16.25	126.23	758.84
Carthage.....							
Southern Pines.....							
Aberdeen.....				4.00			4.00
Nash.....	247.52	91.00		295.75	162.95	249.90	1,047.12
Rural.....	122.52	91.00		245.03	162.95	249.90	871.40
Rocky Mount.....	125.00			50.72			175.72
New Hanover.....	1,398.05	72.00	278.28	48.66	109.00	1,082.69	2,988.68
Rural.....	1,398.05	72.00	278.28	19.84	109.00	356.20	2,233.37
Wilmington.....				28.82		726.49	755.31
Northampton.....	776.58		119.58	216.40	58.30		1,170.86
Onslow.....	629.80	63.60	330.47	63.80	75.00	600.55	1,763.22
Orange.....	566.20	110.20	227.43	89.58	78.75	929.50	2,001.66
Rural.....	566.20	110.20	227.43	89.58	78.75	868.10	1,940.26
Chapel Hill.....						61.40	61.40

EXPENDITURES, 1912-1913

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Treasurer.	Board of Education.		Census and Committeemen.	Expenses County Superintendent.	All Other Expenses.	Total.
		Mileage and Per Diem.	Expenses.				
Pamlico.....	\$ 321.55	\$ 75.90	\$ 44.36	\$ 52.09	\$ 39.70	\$1,216.36	\$ 1,749.96
Pasquotank.....	562.14	112.60	59.18	106.88	57.65	1,346.40	2,244.85
Rural.....	362.14	112.60	59.18	55.04	57.65	471.82	1,118.43
Elizabeth City.....	200.00			51.84		874.58	1,126.42
Pender.....	606.07	85.00	178.33	118.72	79.23	547.20	1,614.55
Perquimans.....	234.61	50.20	38.80	49.08		231.10	603.79
Rural.....	234.61	50.20	38.80	49.08		231.10	603.79
Hertford.....							
Person.....		78.00	13.53	117.86	10.00	470.33	698.72
Rural.....		78.00	13.53	107.36	10.00	469.33	678.22
Roxboro.....				10.50		10.00	20.50
Pitt.....	300.00	37.60	446.60	159.72		938.37	1,882.29
Rural.....	300.00	37.60	446.60	134.40		938.37	1,856.97
Greenville.....				25.32			25.32
Polk.....	182.11	106.00	20.77	31.50		222.15	562.53
Randolph.....	735.86	94.80	271.20	103.76	18.50	489.83	1,713.95
Rural.....	717.86	94.80	271.20	88.85	18.50	489.83	1,681.04
Asheboro.....							
Randleman.....	18.00			14.91			32.91
Richmond.....	536.31	32.20		90.64	25.71	20.00	704.86
Rural.....	536.31	32.20		90.64	25.71	20.00	704.86
Rockingham.....							
Hamlet.....							
Robeson.....	1,685.49	162.40	311.75	250.44	271.50	1,338.84	4,020.42
Rural.....	1,625.49	162.40	311.75	250.44	271.50	1,272.50	3,894.08
Maxton.....	60.00					66.34	126.34
Lumberton.....							
Rockingham.....	5.00	79.60	138.58	249.25		3,924.14	4,396.57
Rural.....		79.60	138.58	249.25		3,809.89	4,277.32
Reidsville.....	5.00					114.25	119.25
Rowan.....	790.31	117.00	38.50	261.34	15.00	407.16	1,629.31
Rural.....	715.31	117.00	38.50	250.94	15.00	363.45	1,500.20
Salisbury.....	75.00					41.06	116.06
Spencer.....				10.40		2.65	13.05
Rutherford.....	43.68	69.20	23.50	111.08	203.95	497.50	948.91
Rural.....		69.20	23.50	111.08	203.95	489.50	897.23
Rutherfordton.....	43.68					8.00	51.68
Sampson.....	932.19	95.60	101.39	240.49	65.98	3,856.37	5,292.02
Rural.....	932.19	95.60	101.39	240.49	65.98	3,386.15	4,821.80
Clinton.....						470.22	470.22
Scotland.....	471.59	41.60		16.00		257.91	787.10
Rural.....	387.48	41.60		16.00		124.86	569.94
Laurinburg.....	84.11					133.05	217.16
Stanly.....	436.04	63.20	30.00	84.66	16.55	175.00	805.45
Rural.....	436.04	63.20	30.00	84.66	16.55	175.00	805.45
Albemarle.....							
Stokes.....	420.34	67.60		139.64	43.53	478.55	1,149.66
Surry.....	533.18	112.30	118.65	75.43	39.13	303.38	1,182.07
Rural.....	533.18	112.30	118.65	75.43	39.13	253.38	1,132.07
Mt. Airy.....						50.00	50.00
Swain.....		59.10	68.20	56.36	83.25	228.26	495.17
Transylvania.....	354.11	64.60		22.24	64.85	395.44	901.24
Tyrell.....	166.61	50.90	3.00	22.10	11.88	181.00	435.49

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Board of Education.			Census and Commit- teemen.	Expenses County Superin- tendent.	All Other Expenses.	Total.
	Treas- urer.	Mileage and Per Diem.	Expenses.				
Union.....	\$1,031.25	\$ 43.00	\$ 155.97	\$ 101.74	\$ 21.75	\$ 526.37	\$ 1,880.08
Rural.....	1,031.25	43.00	155.97	101.74	21.75	526.37	1,880.08
Monroe.....							
Vance.....	486.32	41.00		117.72	99.15	1,075.03	1,819.22
Rural.....	486.32	41.00		117.72	99.15	593.14	1,337.33
Henderson.....						481.89	481.89
Wake.....	1,990.61	320.43	620.37	336.90	475.00	6,119.47	9,862.78
Rural.....	1,333.03	320.43	620.37	236.90	475.00	1,931.22	4,916.95
Raleigh.....	657.58			100.00		4,188.25	4,945.83
Warren.....	586.30	111.75	164.54	293.74	103.87	566.30	1,826.50
Washington.....	411.04	48.50	2.00	37.72	21.00	1,420.86	1,941.12
Rural.....	347.14	48.50	12.00	37.72	21.00	1,330.43	1,786.79
Roper.....	63.90						63.90
Plymouth.....						90.43	90.43
Watauga.....	229.76	89.30					319.06
Wayne.....	803.55	50.00	548.47	277.70	14.55	904.71	2,598.98
Rural.....	703.55	50.00	548.47	277.70	14.55	674.63	2,268.90
Goldsboro.....	100.00					230.08	330.08
Mt. Olive.....							
Fremont.....							
Wilkes.....	729.17	95.50	201.50	56.09		232.15	1,314.41
Rural.....	729.17	95.50	201.50	56.09		200.00	1,282.26
N. Wilkesboro.....						32.15	32.15
Wilson.....	353.56	92.80	36.80	65.44	65.50	80.35	694.45
Rural.....	267.56	92.80	36.80	65.44	65.50		528.10
Wilson.....	76.00					69.55	145.55
Lucama.....	10.00						10.00
Elm City.....						10.80	10.80
Yadkin.....	288.42	39.80	34.75	151.40	35.10	192.07	741.54
Yancey.....	234.48	142.40	10.82	90.72	39.35	830.83	1,348.60
North Carolina.....	54,510.06	9,604.29	12,089.23	12,566.72	8,091.30	80,192.50	177,054.10
Rural.....	48,385.47	9,604.29	12,089.23	11,398.38	8,091.30	60,236.06	149,804.73
City.....	6,124.59			1,168.34		19,956.44	27,249.37

C. SCHOOL ATTENDANCE.

TABLE VIII. SCHOOL ATTENDANCE BY COUNTIES AND TOWNS.
1912-1913.

This table gives the school population (all children from 6 to 21 years of age), enrollment and average daily attendance, by races, for the several counties and towns, numerically, and also the percentage of school population enrolled, percentage of enrollment in average daily attendance for the State.

SUMMARY OF TABLE VIII AND COMPARISONS WITH 1911-1912.

	Rural.	City.	North Carolina.
Total school population, 1912-'13.....	624,855	141,534	766,389
Total school population, 1911-'12.....	625,057	137,550	762,607
Increase.....	*202	3,984	3,782
White school population, 1912-'13.....	429,175	89,931	519,106
White school population, 1911-'12.....	429,200	86,089	515,289
Increase.....	*25	3,842	3,817
Colored school population, 1912-'13.....	195,680	51,603	247,283
Colored school population, 1911-'12.....	195,857	51,461	247,318
Increase.....	*177	142	*35
Total enrollment, 1912-'13.....	466,940	91,539	558,579
Total enrollment, 1911-'12.....	441,826	83,681	525,507
Increase.....	25,114	7,858	33,072
White enrollment, 1912-'13.....	327,050	62,767	389,817
White enrollment, 1911-'12.....	315,521	57,713	373,234
Increase.....	11,529	5,054	16,583
Colored enrollment, 1912-'13.....	139,890	28,772	168,662
Colored enrollment, 1911-'12.....	126,305	25,968	152,273
Increase.....	13,585	2,804	16,389
Total average daily attendance, 1912-'13.....	300,016	65,872	365,888
Total average daily attendance, 1911-'12.....	274,039	58,507	332,546
Increase.....	25,977	7,365	33,342
White average daily attendance, 1912-'13.....	214,744	48,124	262,868
White average daily attendance, 1911-'12.....	199,653	43,155	242,798
Increase.....	15,091	4,969	20,070
Colored average daily attendance, 1912-'13.....	85,272	17,748	103,020
Colored average daily attendance, 1911-'12.....	74,386	15,362	89,748
Increase.....	10,886	2,386	13,272
Percentage of school population enrolled, 1912-'13.....	74.7	64.7	72.9
Percentage of school population enrolled, 1911-'12.....	70.8	60.8	69.0
Increase.....	3.9	3.9	3.9
Percentage of white school population enrolled, 1912-'13.....	76.2	69.8	75.1
Percentage of white school population enrolled, 1911-'12.....	73.5	67.8	72.5
Increase.....	2.7	2.0	2.6
Percentage of colored school population enrolled, 1912-'13.....	71.5	55.8	68.1
Percentage of colored school population enrolled, 1911-'12.....	64.5	50.5	61.1
Increase.....	7.0	5.3	7.0
Percentage of enrollment in average daily attendance, 1912-'13.....	64.2	71.8	65.5

*Decrease

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	Rural.			City.			North Carolina.		
Percentage of enrollment in average daily attendance, 1911-'12.....	62.2			69.9			63.3		
Increase.....	2.0			1.9			2.2		
Percentage of white enrollment in average daily attend- ance, 1912-'13.....	65.6			76.6			67.5		
Percentage of white enrollment in average daily attend- ance, 1911-'12.....	63.2			74.7			65		
Increase.....	2.4			1.9			2.4		
Percentage of colored enrollment in average daily attend- ance, 1912-'13.....	60.9			61.6			61.1		
Percentage of colored enrollment in average daily attend- ance, 1911-'12.....	59.0			59.1			59.0		
Increase.....	1.9			2.5			2.1		
	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Alamance.....	6,872	2,265	9,137	4,785	1,504	6,289	3,538	814	4,352
Rural.....	4,191	1,747	5,938	2,995	1,033	4,028	2,181	569	2,750
Burlington.....	1,326	175	1,501	884	175	1,059	650	71	721
Graham.....	592	157	749	457	161	618	329	65	394
Haw River.....	477		477	230		230	178		178
Mebane.....	286	186	472	219	135	354	200	109	309
Alexander.....	3,906	357	4,263	3,384	211	3,595	2,700	158	2,858
Alleghany.....	2,848	130	2,978	2,462	91	2,553	1,652	54	1,706
Anson.....	4,112	4,699	8,811	3,239	3,163	6,402	2,181	1,781	3,962
Rural.....	3,346	3,954	7,300	2,757	2,949	5,706	1,832	1,712	3,544
Wadesboro.....	766	745	1,511	482	214	696	349	69	418
Ashe.....	6,951	243	7,194	5,251	136	5,387	2,950	90	3,040
Avery.....	3,804	100	3,904	2,975	61	3,036	1,497	30	1,527
Beaufort.....	5,748	4,146	9,894	4,669	2,843	7,512	3,176	1,805	4,981
Rural.....	4,301	2,589	6,890	3,376	2,063	5,439	2,159	1,297	3,456
Washington.....	942	1,184	2,126	873	551	1,424	722	354	1,076
Belhaven.....	505	373	878	400	229	649	295	154	449
Bertie.....	3,302	4,776	8,078	2,670	3,829	6,499	1,807	2,230	4,037
Rural.....	2,902	4,562	7,464	2,309	3,615	5,924	1,522	2,066	3,588
Windsor.....	212	214	426	187	214	401	160	164	324
Aulander.....	188		188	174		174	125		125
Bladen.....	3,682	3,296	6,978	2,093	1,671	3,764	1,287	1,053	2,340
Brunswick.....	2,666	1,731	4,397	2,024	1,209	3,233	1,376	855	2,231
Buncombe.....	14,022	3,147	17,169	10,580	1,505	12,085	6,690	1,100	7,790
Rural.....	9,548	947	10,495	7,652	592	8,244	4,605	317	4,952
Asheville.....	4,474	2,200	6,674	2,928	913	3,841	2,085	753	2,838
Burke.....	6,085	897	6,982	4,022	533	4,555	2,543	376	2,919
Rural.....	4,970	556	5,526	3,334	396	3,730	2,058	282	2,310
Morganton.....	1,115	341	1,456	688	137	825	485	94	579
Cabarrus.....	6,872	2,207	9,079	4,790	1,653	6,443	3,348	991	4,339
Rural.....	4,727	1,644	6,371	3,518	1,271	4,789	2,381	741	3,122
Concord.....	2,145	563	2,708	1,272	382	1,654	967	250	1,217
Caldwell.....	5,988	778	6,766	4,349	652	5,001	2,865	428	3,293
Rural.....	4,821	525	5,346	3,394	437	3,831	2,155	321	2,476
Lenoir.....	851	253	1,104	685	215	900	505	107	612
Granite.....	316		316	270		270	205		205

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Camden.....	1,248	909	2,157	941	644	1,585	642	426	1,068
Carteret.....	3,733	716	4,449	2,438	390	2,828	1,765	196	1,961
Rural.....	3,204	516	3,720	2,012	247	2,259	1,408	124	1,532
Morehead City.....	529	200	729	426	143	569	357	72	429
Caswell.....	2,491	2,836	5,327	1,711	1,623	3,334	1,041	1,037	2,078
Rural.....	2,304	2,634	4,938	1,559	1,565	3,124	951	1,003	1,954
Pelham.....	187	202	389	152	58	210	90	34	124
Catawba.....	9,147	1,418	10,565	6,317	1,082	7,399	4,665	686	5,351
Rural.....	7,142	860	8,002	5,167	715	5,882	3,797	487	4,284
Hickory.....	1,060	390	1,450	670	262	932	552	142	694
Newton.....	945	168	1,113	480	105	585	316	57	373
Chatham.....	5,062	2,914	7,976	3,549	1,989	5,538	2,497	1,418	3,915
Cherokee.....	5,520	60	5,580	4,831	35	4,866	3,221	27	3,248
Rural.....	4,588	-----	4,588	3,968	-----	3,968	2,572	-----	2,572
Andrews.....	607	60	667	610	35	645	474	27	501
Murphy.....	325	-----	325	253	-----	253	175	-----	175
Chowan.....	1,695	1,910	3,605	1,234	1,365	2,599	817	847	1,664
Rural.....	1,239	1,760	2,999	880	1,281	2,151	556	803	1,359
Edenton.....	456	150	606	354	84	438	261	44	305
Clay.....	1,493	53	1,546	1,098	30	1,128	720	18	738
Cleveland.....	8,695	2,116	10,811	6,121	1,653	7,774	4,534	849	5,383
Rural.....	7,420	1,809	9,229	5,231	1,390	6,621	3,868	735	4,603
Shelby.....	753	220	973	479	188	667	366	84	450
Kings Mountain.....	522	87	609	411	75	486	300	30	330
Columbus.....	6,329	3,145	9,474	4,746	2,227	6,973	2,921	1,369	4,290
Craven.....	3,540	4,360	7,900	3,002	2,787	5,789	2,068	1,544	3,612
Rural.....	2,427	2,714	5,141	2,079	2,028	4,107	1,299	1,135	2,434
New Bern.....	1,113	1,646	2,759	923	759	1,682	769	409	1,178
Cumberland.....	5,862	4,897	10,759	4,457	3,711	8,168	2,922	2,222	5,144
Rural.....	4,153	3,485	7,638	3,299	3,013	6,312	2,146	1,830	3,976
Fayetteville.....	1,224	1,412	2,636	858	698	1,556	630	392	1,022
Hope Mills.....	485	-----	485	300	-----	300	146	-----	146
Currituck.....	1,763	1,051	2,814	1,257	799	2,056	880	420	1,300
Dare.....	1,326	162	1,488	938	114	1,052	750	86	836
Davidson.....	8,899	1,259	10,158	6,518	839	7,357	4,646	503	5,149
Rural.....	7,087	750	7,837	5,271	504	5,775	3,753	312	4,065
Lexington.....	905	241	1,146	705	171	876	514	93	607
Thomasville.....	907	268	1,175	542	164	706	379	98	477
Davie.....	3,680	893	4,573	2,656	660	3,316	1,586	411	1,997
Rural.....	3,407	786	4,193	2,426	562	2,988	1,416	346	1,762
Mocksville.....	273	107	380	230	98	328	170	65	235
Duplin.....	5,326	3,049	8,375	4,116	2,228	6,344	3,514	1,895	5,409
Durham.....	7,665	4,238	11,903	5,034	2,574	7,608	3,573	1,429	5,002
Rural.....	4,400	2,164	6,564	2,925	1,293	4,218	1,866	599	2,465
Durham.....	3,265	2,074	5,339	2,109	1,281	3,390	1,707	830	2,537
Edgecombe.....	3,237	6,203	9,440	2,379	3,987	6,366	1,536	2,072	3,608
Rural.....	2,345	4,907	7,252	1,754	3,239	4,993	1,026	1,649	2,675
Tarboro.....	892	1,296	2,188	625	748	1,373	510	423	933
Forsyth.....	11,820	5,110	16,930	7,385	2,798	10,183	4,966	1,610	6,576
Rural.....	7,743	1,800	9,543	5,043	1,318	6,361	3,138	793	3,931
Winston.....	3,786	3,212	6,998	2,096	1,390	3,486	1,672	763	2,435
Kernersville.....	291	98	389	246	90	336	156	54	210
Franklin.....	4,363	4,583	8,946	3,440	2,509	5,949	2,127	1,369	3,496
Rural.....	3,414	3,155	6,569	2,741	2,011	4,752	1,627	1,126	2,753
Franklinton.....	289	512	801	213	171	384	138	91	229

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Average Daily Attend- ance.	Colored Average Daily Attend- ance.	Total Average Daily Attend- ance.
Louisburg.....	385	725	1,110	310	185	495	226	73	209
Youngsville.....	275	191	466	176	142	318	136	79	215
Gaston.....	9,956	3,158	13,114	6,785	2,376	9,161	4,398	1,089	5,487
Rural.....	7,713	2,637	10,350	5,391	1,970	7,361	3,485	866	4,351
Gastonia.....	2,243	521	2,764	1,394	406	1,800	913	223	1,136
Gates.....	2,002	1,913	3,915	1,700	1,302	3,002	1,081	719	1,799
Graham.....	1,607	-----	1,607	1,157	-----	1,157	527	-----	527
Granville.....	3,992	3,871	7,863	3,156	2,822	5,978	2,231	1,552	3,783
Rural.....	3,525	3,312	6,837	2,700	2,474	5,174	1,889	1,288	3,177
Oxford.....	467	559	1,026	456	348	804	342	264	606
Greene.....	2,318	2,152	4,470	1,870	1,469	3,339	1,089	829	1,918
Guilford.....	15,409	4,803	20,212	11,161	2,924	14,085	8,086	1,952	10,038
Rural.....	9,702	2,824	12,526	7,251	1,815	9,066	4,787	1,142	5,929
Greensboro.....	2,618	1,236	3,854	1,976	477	2,453	1,818	406	2,224
High Point.....	2,497	645	3,142	1,494	552	2,046	1,174	372	1,546
Guilford College.....	196	-----	196	165	-----	165	117	-----	117
Gibsonville.....	396	98	494	275	80	355	190	32	222
Halifax.....	4,328	8,351	12,679	3,026	5,355	8,381	1,973	2,552	4,525
Rural.....	2,237	7,121	9,358	1,620	4,536	6,156	987	2,098	3,085
Scotland Neck.....	370	217	587	311	195	506	254	88	342
Weldon.....	370	414	784	279	267	546	214	136	350
Enfield.....	415	485	900	289	287	576	210	193	403
Roanoke Rapids.....	936	114	1,050	527	70	597	308	37	345
Harnett.....	5,844	2,462	8,306	5,109	1,780	6,889	3,362	1,173	4,535
Rural.....	5,221	2,235	7,456	4,655	1,561	6,216	2,994	1,033	4,027
Dunn.....	623	227	850	454	219	673	368	140	508
Haywood.....	7,098	310	7,408	5,125	215	5,340	3,378	143	5,521
Rural.....	5,353	40	5,393	3,825	20	3,845	2,372	11	2,353
Waynesville.....	695	250	945	534	175	709	406	118	524
Canton.....	1,050	20	1,070	766	20	786	600	14	614
Henderson.....	5,201	709	5,910	3,552	406	3,958	2,143	217	2,361
Rural.....	4,624	357	4,981	2,947	260	3,207	1,743	147	1,890
Hendersonville.....	577	352	929	605	146	751	400	70	470
Hertford.....	1,798	3,270	5,068	1,191	2,367	3,558	859	1,430	2,289
Hoke.....	1,375	2,213	3,588	1,048	1,828	2,876	687	990	1,677
Hyde.....	1,612	1,592	3,204	1,224	1,066	2,290	817	714	1,531
Iredell.....	9,113	2,696	11,809	6,820	1,920	8,740	4,861	1,208	6,069
Rural.....	6,948	2,195	9,143	5,429	1,500	6,929	3,799	938	4,737
Mooresville.....	1,117	240	1,357	675	183	858	489	108	597
Statesville.....	1,048	261	1,309	716	237	953	573	162	735
Jackson.....	4,463	239	4,702	3,027	203	3,230	1,943	126	2,069
Johnston.....	11,777	3,704	15,481	9,196	2,851	12,047	5,846	1,905	7,751
Rural.....	10,838	3,029	13,867	8,410	2,356	10,766	5,253	1,495	6,748
Selma.....	515	318	833	418	216	634	325	160	485
Smithfield.....	424	357	781	368	279	647	268	250	518
Jones.....	1,562	1,538	3,100	1,269	1,276	2,545	896	758	1,654
Lee.....	2,658	1,344	4,002	2,199	991	3,190	1,549	653	2,202
Rural.....	1,806	1,344	3,150	1,489	991	2,480	1,017	653	1,670
Sanford.....	608	-----	608	485	-----	485	394	-----	394
Jonesboro.....	244	-----	244	225	-----	225	138	-----	138
Lenoir.....	4,020	3,005	7,025	3,185	2,209	5,394	2,118	1,227	3,345
Rural.....	2,257	1,848	4,105	1,957	1,667	3,624	1,152	943	2,095
Kinston.....	1,405	1,027	2,432	979	480	1,459	756	247	1,003
LaGrange.....	358	130	488	249	62	311	210	37	247

SCHOOL ATTENDANCE, 1912-1913

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Lincoln.....	5,370	1,020	6,390	3,960	785	4,745	2,800	570	3,370
Rural.....	4,600	775	5,375	3,440	560	4,000	2,370	370	2,740
Lincolnton.....	770	245	1,015	520	225	745	430	200	630
Macon.....	4,111	235	4,346	3,226	126	3,352	2,262	87	2,349
Madison.....	7,654	180	7,834	6,927	151	7,078	5,438	117	5,555
Martin.....	2,991	3,066	6,057	2,643	2,076	4,719	2,005	1,586	3,591
Rural.....	2,439	2,565	5,004	2,155	1,770	3,925	1,673	1,361	3,034
Williamston.....	262	388	650	238	204	442	173	168	341
Robersonville.....	290	113	403	250	102	352	159	57	216
McDowell.....	5,439	680	6,119	3,907	320	4,227	2,957	277	3,234
Rural.....	4,795	680	5,475	3,318	320	3,638	2,504	277	2,781
Marion.....	376	-----	376	385	-----	385	308	-----	308
Old Fort.....	268	-----	268	204	-----	204	145	-----	145
Mecklenburg.....	14,344	9,044	23,388	10,617	6,416	17,033	7,739	4,883	12,622
Rural.....	8,102	5,284	13,386	6,595	4,422	11,017	4,593	3,433	8,026
Charlotte.....	6,242	3,760	10,002	4,022	1,994	6,016	3,146	1,450	4,596
Mitchell.....	3,734	47	3,781	2,471	42	2,513	1,526	26	1,552
Montgomery.....	3,670	1,424	5,094	2,767	1,270	4,037	1,860	855	2,715
Rural.....	3,330	1,182	4,512	2,589	1,092	3,681	1,733	748	2,481
Troy.....	340	242	582	178	178	356	127	107	234
Moore.....	4,153	2,574	6,727	3,759	1,154	4,913	2,370	639	3,009
Rural.....	3,565	2,574	6,139	3,273	1,154	4,427	2,018	639	2,657
Carthage.....	292	-----	292	238	-----	238	171	-----	171
Southern Pines.....	121	-----	121	96	-----	96	66	-----	66
Aberdeen.....	175	-----	175	152	-----	152	115	-----	115
Nash.....	7,178	4,800	11,978	5,299	3,338	8,637	3,175	1,870	5,045
Rural.....	5,740	3,702	9,442	4,133	2,753	6,886	2,353	1,530	3,883
Rocky Mount.....	1,438	1,098	2,536	1,166	585	1,751	822	340	1,162
New Hanover.....	4,378	3,923	8,301	2,727	1,723	4,450	2,458	1,277	3,735
Rural.....	942	1,060	2,002	548	587	1,135	441	483	924
Wilmington.....	3,436	2,863	6,299	2,179	1,136	3,315	2,017	794	2,811
Northampton.....	3,039	4,888	7,927	2,410	3,526	5,936	1,561	1,862	3,423
Onslow.....	3,224	1,710	4,934	2,694	1,291	3,985	1,810	697	2,507
Orange.....	3,285	1,625	4,910	2,393	1,261	3,654	1,562	708	2,270
Rural.....	3,039	1,625	4,664	2,206	1,261	3,467	1,458	708	2,166
Chapel Hill.....	246	-----	246	187	-----	187	104	-----	104
Pamlico.....	2,088	1,469	3,557	1,706	957	2,663	1,128	619	1,747
Pasquotank.....	2,764	2,731	5,495	2,283	1,552	3,835	1,542	929	2,471
Rural.....	1,338	1,364	2,702	1,210	874	2,084	679	512	1,191
Elizabeth City.....	1,426	1,367	2,793	1,073	678	1,751	863	417	1,280
Pender.....	2,590	2,810	5,400	1,933	2,061	3,994	1,343	1,214	2,557
Perquimans.....	1,847	1,988	3,835	1,518	1,710	3,228	1,105	1,101	2,206
Rural.....	1,546	1,637	3,183	1,232	1,453	2,685	854	926	1,780
Hertford.....	301	351	652	286	257	543	251	175	426
Person.....	3,430	2,591	6,021	2,338	1,969	4,497	1,395	1,105	2,500
Rural.....	3,058	2,438	5,496	2,016	1,721	3,737	1,143	943	2,086
Roxboro.....	372	153	525	322	248	570	252	162	414
Pitt.....	6,965	6,361	13,326	6,407	2,812	9,219	5,197	2,043	7,240
Rural.....	6,100	5,700	11,800	5,665	2,500	8,165	4,570	1,900	6,470
Greenville.....	605	661	1,266	553	312	865	466	143	609
Ayden.....	260	-----	260	189	-----	189	161	-----	161
Polk.....	2,171	438	2,609	1,254	353	1,607	827	293	1,120

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Randolph.....	8,926	1,612	10,538	6,794	1,200	7,994	4,665	665	5,330
Rural.....	7,633	1,411	9,044	5,850	1,022	6,872	3,994	527	4,521
Asheboro.....	529	201	730	503	178	681	382	138	520
Randleman.....	764	.....	764	441	.....	441	289	.....	289
Richmond.....	3,630	3,279	6,909	2,967	2,200	5,167	1,467	982	2,449
Rural.....	2,842	2,841	5,683	2,210	1,823	4,033	879	790	1,669
Rockingham.....	482	310	792	398	227	625	317	115	432
Hamlet.....	306	128	434	359	150	509	271	77	348
Robeson.....	6,742	8,515	15,257	6,498	6,294	12,792	3,589	3,634	7,223
Rural.....	6,088	†8,070	14,158	5,858	‡6,204	12,062	3,134	3,566	6,700
Maxton.....	189	153	342	175	90	265	135	68	203
Lumberton.....	465	292	757	465	*	465	320	*	320
Rockingham.....	9,099	3,680	12,779	5,778	2,209	7,987	3,958	1,308	5,266
Rural.....	8,173	2,911	11,084	5,156	1,730	6,886	3,499	1,062	4,561
Reidsville.....	926	769	1,695	622	479	1,101	459	246	705
Rowan.....	9,699	2,848	12,547	7,232	2,196	9,428	5,218	1,442	6,660
Rural.....	8,268	2,226	10,494	6,013	1,726	7,739	4,276	1,167	5,443
Salisbury.....	1,431	622	2,053	1,219	470	1,689	942	275	1,217
Rutherford.....	8,120	1,651	9,771	5,900	1,088	6,988	4,133	731	4,864
Rural.....	7,783	1,651	9,434	5,685	1,088	6,773	3,951	731	4,682
Rutherfordton.....	337	.....	337	215	.....	215	182	.....	182
Sampson.....	7,060	3,354	10,414	5,914	3,245	9,159	3,831	2,192	6,023
Rural.....	6,661	2,890	9,551	5,572	2,917	8,489	3,518	2,022	5,570
Clinton.....	399	464	863	342	328	670	283	170	453
Scotland.....	2,449	3,040	5,489	2,038	1,895	3,933	1,641	1,400	3,041
Rural.....	1,923	2,660	4,583	1,630	1,554	3,184	1,264	1,240	2,504
Laurinburg.....	526	380	906	408	341	748	377	160	537
Stanly.....	5,696	708	6,404	4,810	463	5,273	3,376	302	3,678
Rural.....	5,257	708	5,965	4,490	463	4,953	3,122	302	3,424
Albemarle.....	439	.....	439	320	.....	320	254	.....	254
Stokes.....	6,504	931	7,435	4,828	673	5,501	2,418	329	2,747
Surry.....	8,085	920	9,005	5,479	635	6,114	2,867	393	3,260
Rural.....	6,847	634	7,481	4,705	483	5,188	2,335	295	2,630
Mt. Airy.....	1,238	286	1,524	774	152	926	532	98	630
Swain.....	3,536	85	3,621	2,803	62	2,865	1,555	51	1,606
Transylvania.....	2,312	288	2,600	1,870	157	2,027	1,129	71	1,200
Tyrrell.....	1,146	601	1,747	968	502	1,470	884	449	1,324
Union.....	8,776	2,885	11,661	7,465	2,829	10,294	6,035	1,735	7,770
Rural.....	7,974	2,576	10,550	6,750	2,546	9,296	5,476	1,574	7,050
Monroe.....	802	309	1,111	715	283	998	559	161	720
Vance.....	2,927	3,528	6,455	1,993	1,868	3,861	1,237	1,305	2,542
Rural.....	1,430	2,124	3,554	1,177	1,298	2,475	702	1,036	1,738
Henderson.....	1,497	1,404	2,901	816	570	1,386	535	269	804
Wake.....	12,521	9,507	22,028	8,640	6,208	14,848	5,554	3,886	9,440
Rural.....	7,874	6,147	14,021	6,317	4,636	10,953	3,751	2,582	6,333
Raleigh.....	4,647	3,360	8,007	2,323	1,572	3,895	1,803	1,304	3,107
Warren.....	2,432	5,079	7,511	1,677	3,333	5,010	1,091	1,714	2,805
Washington.....	2,601	2,364	4,965	2,069	1,592	3,661	1,731	1,286	3,017
Rural.....	2,144	1,644	3,788	1,640	1,160	2,800	1,429	1,096	2,525
Roper.....	176	352	528	151	171	322	104	65	169
Plymouth.....	281	368	649	278	261	539	198	125	323
Watauga.....	4,275	95	4,370	3,197	80	3,237	2,423	49	2,472

*Building. ‡2,183 Indians. †1,662 Indians. ¶970 Indians.

SCHOOL ATTENDANCE, 1912-1913

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Wayne.....	6,768	5,101	11,869	5,613	4,429	10,042	3,804	2,336	6,140
Rural.....	4,481	2,922	7,403	3,891	2,863	6,754	2,412	1,559	3,971
Goldsboro.....	1,520	1,522	3,042	1,032	972	2,004	819	484	1,303
Mt. Olive.....	449	473	922	384	438	822	348	212	560
Fremont.....	318	184	502	306	156	462	225	81	306
Wilkes.....	10,244	1,040	11,284	7,610	828	8,438	4,455	561	5,016
Rural.....	9,708	959	10,667	7,172	750	7,922	4,159	512	4,671
North Wilkesboro.....	536	81	617	438	78	516	296	49	345
Wilson.....	5,357	4,098	9,455	3,986	2,965	6,951	2,497	1,834	4,331
Rural.....	3,744	2,515	6,259	2,718	1,900	4,618	1,545	1,303	2,848
Wilson.....	1,097	1,212	2,309	868	762	1,630	664	386	1,050
Lucama.....	240	107	347	224	142	366	139	53	192
Elm City.....	276	264	540	176	161	337	149	92	241
Yadkin.....	5,072	388	5,460	4,015	333	4,348	2,569	165	2,734
Yancey.....	4,819	98	4,917	3,173	20	3,193	1,837	15	1,852
North Carolina.....	519,106	247,283	766,389	389,817	168,662	558,579	262,868	103,020	365,888
Rural.....	429,175	195,680	624,855	327,050	139,890	466,940	214,744	85,272	300,016
City.....	89,931	51,603	141,534	62,767	28,772	91,539	48,124	17,748	65,872

D. SALARIES OF TEACHERS AND LENGTH OF SCHOOL TERM.

TABLE IX. SALARIES AND TERM, 1912-1913.

This table shows, by races, the total number of teachers, the school term in days, the whole annual amount paid teachers, the average annual amount paid each teacher.

SUMMARY OF TABLE IX AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Total number of teachers, 1912-'13.....	10,315	2,079	12,394
Total number of teachers, 1911-'12.....	10,024	1,801	11,915
Increase.....	291	188	479
White teachers, 1912-'13.....	7,782	1,596	9,378
White teachers, 1911-'12.....	7,556	1,461	9,017
Increase.....	226	135	361
Colored teachers, 1912-'13.....	2,533	483	3,016
Colored teachers, 1911-'12.....	2,468	430	2,898
Increase.....	65	53	118
Amount paid all teachers, 1912-'13.....	\$1,950,419.70	\$ 785,370.88	\$ 2,735,790.58
Amount paid all teachers, 1911-'12.....	1,623,857.99	703,378.48	2,327,239.45
Increase.....	326,561.71	81,992.40	408,551.13
Amount paid white teachers, 1912-'13.....	1,688,330.18	663,318.87	2,351,649.05
Amount paid white teachers, 1911-'12.....	1,378,901.95	600,734.09	1,979,636.04
Increase.....	309,428.23	62,584.78	372,013.01
Amount paid colored teachers, 1912-'13.....	262,089.52	122,062.01	384,151.53
Amount paid colored teachers, 1911-'12.....	244,959.04	102,644.37	347,603.41
Increase.....	17,130.48	19,417.64	31,548.12
Average annual amount paid each teacher, 1912-'13.....	189.09	377.76	220.74
Average annual amount paid each teacher, 1911-'12.....	161.99	371.91	195.32
Increase.....	27.10	5.85	25.42
Average annual amount paid each white teacher, 1912-'13.....	216.95	415.61	251.83
Average annual amount paid each white teacher, 1911-'12.....	182.49	418.02	219.45
Increase.....	34.46	*2.41	33.38
Average annual amount paid each colored teacher, 1912-'13.....	103.47	252.72	127.37
Average annual amount paid each colored teacher, 1911-'12.....	90.25	238.70	119.60
Increase.....	4.22	14.02	7.77
Average term of all schools (in days), 1912-'13.....	98.18	168.2	109.92
Average term of all schools (in days), 1911-'12.....	94.50	179.4	109.17
Increase.....	3.68	*11.2	.75
Average term of white schools (in days), 1912-'13.....	102.4	169.5	114.6
Average term of white schools (in days), 1911-'12.....	97.7	181.3	112.8
Increase.....	4.7	*11.8	1.8
Average term of colored schools (in days), 1912-'13.....	85	167	98
Average term of colored schools (in days), 1911-'12.....	84.7	172.9	97.8
Increase.....	.3	*5.9	.2
Average monthly salary paid all teachers, 1912-'13.....	\$ 38.52	\$ 44.90	\$ 40.18
Average monthly salary paid all teachers, 1911-'12.....	34.28	41.46	35.61
Increase.....	4.24	3.44	4.57
Average monthly salary paid white teachers, 1912-'13.....	42.37	49.04	43.85
Average monthly salary paid white teachers, 1911-'12.....	37.34	46.11	38.90
Increase.....	5.03	2.93	4.95
Average monthly salary paid colored teachers, 1912-'13.....	24.35	30.28	25.99
Average monthly salary paid colored teachers, 1911-'12.....	23.43	27.96	24.74
Increase.....	.92	2.32	1.25

*Decrease.

SALARIES AND TERM, 1912-1913

TABLE IX. SALARIES AND TERM.

	White.					Colored.				
	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Alamance.....	139	123	109	\$ 36,522.25	\$274.98	25	96	88	\$4,036.64	\$ 161.46
Rural.....	98	93	109	22,737.50	232.02	17	78	88	2,420.39	142.37
Burlington.....	19	180		7,506.00	417.00	2	180		630.00	315.00
Graham.....	11	170		3,698.75	369.87	2	170		446.25	223.12
Haw River.....	5	140		1,120.00	280.00	1			100.00	100.00
Mebane.....	6	160		1,460.00	292.00	4	120		440.00	220.00
Alexander.....	77	80	132	11,204.24	145.51	9	82	90	813.65	90.40
Alleghany.....	55	78.7	120	7,997.33	145.41	3	80		264.00	88.00
Anson.....	82	112.4	127	22,167.80	273.67	49	85	84	4,524.89	92.34
Rural.....	70	104.2	127	18,127.80	258.97	45	81	84	4,054.89	90.11
Wadesboro.....	12	160		4,040.00	367.27	4	140		470.00	117.50
Ashe.....	112	64	68	14,646.09	130.77	10	11		596.18	59.62
Avery.....	60	87	130	8,525.50	142.09	2	80		187.12	93.56
Beaufort.....	129	115	125	30,419.48	239.52	49	100	94	6,637.45	135.46
Rural.....	95	99.6	125	18,607.98	195.98	37	80.3	94	3,686.20	99.63
Washington.....	25	160		9,381.50	390.90	9	160		2,271.25	252.36
Belhaven.....	9	160		2,430.00	303.75	3	160		680.00	226.66
Bertie.....	86	106.3	146	16,820.30	200.24	58	77	112	5,931.02	102.26
Rural.....	74	96	146	14,016.30	189.41	58	77	112	5,431.02	102.26
Windsor.....	6	180		1,400.00	280.00				500.00	
Aulander.....	6	160		1,404.00	280.80					
Bladen.....	84	79	112	14,729.33	175.45	48	66		3,935.39	81.99
Brunswick.....	44	103	113.6	9,217.99	209.50	28	81.4		3,593.67	128.34
Buncombe.....	212	144	150	101,900.01	441.12	36	152	150	2,356.50	147.28
Rural.....	142	121	150	56,853.56	400.38	16	105	150	2,356.50	147.28
Asheville.....	70	190		45,046.45	506.14	20	190		1,520.00	156.14
Burke.....	85	99	140	16,080.55	191.43	13	106		1,422.85	109.49
Rural.....	71	88	140	11,214.30	158.00	10	80		742.85	74.28
Morganton.....	14	160		4,866.25	374.33	3	160		680.00	226.66
Cabarrus.....	111	111.2	122	27,479.71	249.81	29	102.2	97.5	3,710.91	128.00
Rural.....	85	96.3	122	17,153.96	201.81	23	87.2	97.5	2,190.91	95.26
Concord.....	26	160		10,325.75	413.03	6	160		1,520.00	153.33
Caldwell.....	109	106	140	20,007.25	188.75	17	92.3		1,686.78	99.22
Rural.....	84	86	140	11,182.25	133.12	14	80		989.00	70.63
Lenoir.....	18	180		7,110.00	412.35	3	150		697.78	231.59
Granite.....	5	160		1,120.00	280.00					
Rhodhiss.....	2	140		595.00	297.50					
Camden.....	26	114	144	6,724.40	258.63	12	85	100	1,399.52	116.66
Carteret.....	59	104	142	13,667.63	233.52	8	95		1,014.50	126.81
Rural.....	46	94	142	10,130.13	220.22	6	80		524.50	87.32
Morehead City.....	13	140		3,537.50	294.80	2	140		490.00	245.00
Caswell.....	46	114	140	8,871.75	197.15	34	101	120	2,898.50	85.25
Rural.....	42	110	140	7,741.75	184.33	32	100		2,708.50	84.64
Pelham.....	4	140		1,130.00	376.66	2	120		190.00	95.00
Catawba.....	152	97	101	31,004.87	206.70	21	100.6		2,507.92	119.42
Rural.....	125	83	101	22,612.37	180.90	16	80		1,517.92	94.87
Hickory.....	17	160		5,520.00	345.00	3	160		640.00	213.33
Newton.....	10	177		2,872.50	319.16	2	177		350.00	175.00
Chatham.....	94	92.2	120.5	16,368.23	174.13	37	81		3,593.28	97.11

†Average for both white and colored.

‡Rural only—does not include city school.

TABLE IX. SALARIES AND TERM—Continued.

	White.					Colored.				
	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Cherokee.....	100	86	114	\$ 16,919.17	\$172.65	1	120		\$ 350.00	\$ 150.00
Rural.....	80	80	114	10,716.67	133.95				200.00	
Andrews.....	15	120		5,162.50	368.70	1	120		150.00	150.00
Murphy.....	5	80		1,040.00	260.00					
Chowan.....	31	123.2	114	7,869.04	262.30	24	86	85	2,380.50	99.20
Rural.....	22	100	114	4,359.04	198.14	23	82	85	2,155.50	93.73
Edenton.....	9	180		3,510.00	438.75	1	180		225.00	225.00
Clay.....	18	100	150	3,799.25	211.07	1	80		85.00	85.00
Cleveland.....	162	106	125	28,831.97	180.20	31			2,648.06	85.42
Rural.....	141	98	125	22,400.97	168.87	27	80		1,949.56	72.21
Shelby.....	12	160		3,740.00	340.00	3	160		520.00	173.33
Kings Mountain	9	160		2,691.00	336.37	1	100		178.50	178.50
Columbus.....	136	115	137	41,520.00	305.30	40	90	137	4,000.00	100.00
Craven.....	88	122.2	149	27,138.73	311.94	46	101.5	107.5	6,255.00	136.00
Rural.....	56	118.7	149	13,336.68	238.15	37	86.6	107.5	3,639.00	98.35
New Bern.....	32	163		13,802.05	445.22	9	163		2,616.00	290.66
Cumberland.....	119	121.1	149	30,671.81	262.15	59	101.2		6,358.87	107.78
Rural.....	89	110	149	19,744.32	221.83	47	87		3,743.50	80.00
Fayetteville.....	25	157		9,912.49	412.60	12	157		2,615.37	217.95
Hope Mills.....	5	140		1,015.00	253.75					
Currituck.....	44	121	139	10,619.63	241.35	16	87	102	2,175.66	135.97
Dare.....	26	93.2	94	5,774.79	222.11	3	110	110	385.00	128.33
Davidson.....	152	104.2	117	29,205.16	194.70	21	106		2,697.15	128.43
Rural.....	127	93.2	117	20,951.25	164.97	15	84.4		1,474.15	98.28
Lexington.....	14	160		4,520.00	347.61	3	160		560.00	186.66
Thomasville.....	11	160		3,733.91	373.39	3	160		663.00	221.00
Davie.....	59	117	140	12,110.64	208.80	14	102.5		1,555.00	111.07
Rural.....	53	112	140	10,810.64	203.97	12	103		1,317.50	109.80
Mocksville.....	6	160		1,300.00	260.00	2	100		237.50	118.75
Duplin.....	80	115		27,514.98	343.94	44	98		4,927.62	112.00
Durham.....	140	170.2	170	68,778.38	494.81	60	163.3	160	15,992.46	266.54
Rural.....	72	161	170	26,523.95	368.39	21	140	160	3,286.97	156.52
Durham.....	68	180		42,254.43	630.66	39	180		12,705.49	325.78
Edgecombe.....	71	152.5	160	26,977.96	385.40	44	101	100	7,089.36	161.12
Rural.....	49	142	160	19,070.13	389.18	35	91.3	100	5,330.61	152.30
Tarboro.....	22	176		7,907.83	376.56	9	139		1,758.75	195.42
Forsyth.....	206	136	144	63,414.54	310.85	54	133		14,037.25	259.95
Rural.....	123	107	144	30,977.54	251.85	29	104		4,767.25	164.38
Winston.....	77	180		31,197.00	410.50	23	170		9,000.00	348.00
Kernersville.....	6	160		1,240.00	248.00	2	120		270.00	135.00
Franklin.....	86	119.5	148	21,221.39	255.68	48	104	112	4,755.05	99.06
Rural.....	68	107	148	15,561.39	228.84	41	96	112	3,280.05	80.00
Franklinton.....	6	160		1,850.00	370.00	2	160		480.00	240.00
Louisburg.....	7	177		2,690.00	448.66	3	177		720.00	240.00
Youngsville.....	5	160		1,120.00	280.00	2	100		275.00	137.50
Gaston.....	144	124	141	44,731.17	312.80	37	80	92	3,579.77	96.75
Rural.....	111	113.5	141	30,132.46	271.46	33	73.5	92	2,302.27	70.00
Gastonia.....	33	160		14,598.71	456.21	4	160		1,277.50	319.38
Gates.....	47	146		9,118.59	194.01	25	117		2,665.99	106.64
Graham.....	24	86.7	120	3,560.00	148.33				50.30	

SALARIES AND TERM, 1912-1913

TABLE IX. SALARIES AND TERM—Continued.

			White.				Colored.					
			Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Granville.....	103	112.3	125	\$ 23,980.83	\$235.10	50	96.3	91	\$5,458.00	\$ 109.16		
Rural.....	93	105	125	19,941.33	214.42	45	87	91	4,378.00	97.30		
Oxford.....	10	180		4,039.50	448.83	5	180		1,080.00	216.00		
Greene.....	43	100	149	8,969.42	208.60	20	89	110	1,948.60	97.43		
Guilford.....	293	135.3	140	100,091.79	345.14	66	127.3	103.5	13,686.21	207.37		
Rural.....	196	119	140	51,267.79	261.57	40	95.5	103.5	5,796.21	144.90		
Greensboro.....	53	180		31,154.00	599.11	12	180		5,330.00	444.16		
High Point.....	35	160		15,360.00	451.76	13	180		2,440.00	187.70		
Guilford College	4	120		1,190.00	396.66							
Gibsonville.....	5	140		1,120.00	225.00	1	80		120.00	120.00		
Halifax.....	89	138.3	130	25,974.49	305.58	72	96		8,744.64	121.45		
Rural.....	51	123	130	14,764.33	289.50	62	86		6,617.75	106.73		
Scotland Neck.....	10	180		3,195.00	355.00	3	180		573.25	191.08		
Weldon.....	9	133		2,825.66	353.21	3	133		680.64	226.88		
Enfield.....	9	160		1,849.50	231.20	3	160		573.00	191.00		
Roanoke Rapids	10	160		3,340.00	371.11	1	160		300.00	300.00		
Harnett.....	104	91	126.6	23,109.43	224.36	35	83		3,187.61	91.07		
Rural.....	92	82	126.6	18,649.43	202.71	33	79.6		2,627.61	79.62		
Dunn.....	12	160		4,460.00	405.44	2	140		560.00	280.00		
Haywood.....	110	142.3	165	27,367.74	253.40	5	148		1,110.00	222.00		
Rural.....	83	133	165	18,752.22	201.83	1	80		80.00	80.00		
Waynesville.....	12	160		4,225.52	384.14	3	160		760.00	253.33		
Canton.....	15	180		4,390.00	313.57	1	180		270.00	270.00		
Henderson.....	84	111	115	17,338.50	208.90	12	108	120	1,524.53	127.05		
Rural.....	72	103	115	13,946.50	193.70	9	90	120	1,134.53	126.06		
Hendersonville.....	12	160		3,392.00	308.36	3	160		390.00	130.00		
Hertford.....	42	82	128	6,707.90	159.71	38	78		3,584.79	94.34		
Hoke.....	35	110.6	126.6	8,801.25	251.46	26	76	90	2,231.00	85.81		
Hyde.....	37	99.8	135.6	6,874.67	188.18	10	69		2,101.12	210.11		
Iredell.....	161	107	123	39,343.17	247.50	39	92		4,928.38	126.30		
Rural.....	130	92.8	123	27,694.92	213.04	32	77		3,068.38	95.89		
Mooreville.....	14	160		4,240.00	326.15	3	160		720.00	240.00		
Statesville.....	17	170		7,408.25	463.02	4	160		1,140.00	285.00		
Jackson.....	75	102	137	18,008.12	240.10	3	107	107	532.21	177.40		
Johnston.....	174	104	125	44,500.18	258.78	44	93	140	5,731.24	130.25		
Rural.....	158	97	125	39,691.18	251.21	37	83	140	4,501.24	121.64		
Selma.....	9	176		2,190.00	274.25	3	176		675.00	225.00		
Smithfield.....	7	180		2,619.00	436.50	4	120		555.00	138.75		
Jones.....	39	109.9	163.3	7,455.75	191.17	24	91.5	120	2,349.50	97.90		
Lee.....	57	111.7	126	11,816.69	214.85	19	90	120	1,992.00	104.84		
Rural.....	40	90	126	6,646.69	166.16	19	90	120	1,992.00	104.84		
Sanford.....	11	160		3,470.00	347.00							
Jonesboro.....	6	167		1,700.00	340.00							
Lenoir.....	86	119.6	134	20,930.92	249.18	32	102.5		4,120.00	128.75		
Rural.....	56	98	134	8,811.92	157.35	24	86		2,497.50	104.06		
Kinston.....	23	160		9,639.00	438.05	7	160		1,507.50	215.36		
LaGrange.....	7	160		2,480.00	413.33	1	95		115.00	115.00		
Lincoln.....	94	104.4	120	17,150.12	184.30	14	100		1,648.46	117.74		
Rural.....	83	97	120	14,091.12	169.77	11	84		1,048.46	95.31		
Lincolnton.....	11	160		3,059.00	305.90	3	160		600.00	200.00		

TABLE IX. SALARIES AND TERM—Continued.

	White.					Colored.				
	Number Teachers.	Average Term in Days.	Average Term in Days. Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days. Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Macon.....	78	87	120	\$ 16,684.88	\$213.91	4	80	-----	\$ 400.00	\$ 100.00
Madison.....	101	112	140	17,010.10	*162.00	4	80	-----	-----	*162.00
Martin.....	60	114.3	160	12,635.49	217.85	34	96	160	4,702.87	138.32
Rural.....	48	101	160	9,615.49	200.32	29	85	160	3,612.87	124.58
Williamston.....	6	175	-----	1,700.00	340.00	4	160	-----	810.00	202.50
Robersonville.....	6	160	-----	1,320.00	264.00	1	160	-----	280.00	280.00
McDowell.....	93	115	123	18,775.70	206.34	13	80	-----	1,335.62	102.74
Rural.....	79	105	123	14,573.20	184.48	13	80	-----	1,335.62	102.74
Marion.....	10	180	-----	3,202.50	355.83	-----	-----	-----	-----	-----
Old Fort.....	4	160	-----	1,000.00	250.00	-----	-----	-----	-----	-----
Mecklenburg.....	223	154	160	94,293.21	426.66	90	117.3	-----	15,548.30	172.76
Rural.....	130	135	160	45,474.77	349.80	60	86	-----	4,896.70	81.61
Charlotte.....	93	180	-----	48,818.44	536.46	30	180	-----	10,651.60	355.05
Mitchell.....	60	92	115	9,335.54	155.92	2	80	-----	180.00	90.00
Montgomery.....	72	85.4	105	12,033.37	169.60	27	-----	-----	2,535.07	93.89
Rural.....	67	80	105	11,405.95	170.24	24	81	-----	2,015.07	83.96
Troy.....	5	158	-----	627.42	131.85	3	158	-----	520.00	173.33
Moore.....	98	118.7	151	20,819.94	219.15	25	99	127	2,939.12	175.56
Rural.....	84	110	151	16,254.94	193.51	25	99	127	2,939.12	175.56
Carthage.....	6	180	-----	2,115.00	423.00	-----	-----	-----	-----	-----
Southern Pines.....	4	172	-----	1,410.00	370.00	-----	-----	-----	-----	-----
Aberdeen.....	4	160	-----	1,040.00	346.66	-----	-----	-----	-----	-----
Nash.....	113	132.2	141	42,614.01	-----	44	93.4	-----	5,812.92	-----
Rural.....	83	115	141	28,849.85	-----	37	77	-----	4,038.54	-----
Rocky Mount.....	30	180	-----	13,764.19	-----	7	180	-----	1,774.38	-----
New Hanover.....	81	167	160	37,524.99	457.62	36	166.3	159	10,820.02	300.55
Rural.....	19	160	160	6,930.00	330.00	12	159	159	3,310.00	275.83
Wilmington.....	62	170	-----	30,594.99	501.55	24	170	-----	7,510.00	312.91
Northampton.....	78	109	141	22,407.08	287.27	53	88.3	102	4,842.20	91.36
Onslow.....	70	107	141	17,679.00	252.54	23	69	100	2,297.65	99.90
Orange.....	77	99.4	149	15,880.74	208.95	26	88	114	2,909.75	111.91
Rural.....	71	93	149	13,363.25	188.21	26	88	114	2,909.75	111.91
Chapel Hill.....	6	175	-----	2,517.49	503.49	-----	-----	-----	-----	-----
Pamlico.....	47	103.5	130.5	9,622.37	204.73	18	96	95	2,110.08	117.23
Pasquotank.....	50	146	-----	17,262.06	352.28	23	127	-----	4,292.50	186.63
Rural.....	25	112	-----	4,922.25	196.89	14	93	-----	1,615.00	115.35
Elizabeth City.....	25	180	-----	12,339.81	514.16	9	180	-----	2,677.50	297.90
Pender.....	60	110	127	14,477.75	241.30	40	91	99	4,225.37	105.63
Perquimans.....	39	108	120	7,466.84	196.50	28	96.5	-----	3,385.99	120.93
Rural.....	30	92	120	4,548.21	151.61	24	86	-----	2,435.99	101.50
Hertford.....	9	160	-----	2,918.63	364.83	4	160	-----	950.00	237.50
Person.....	65	139.4	140	16,688.00	260.75	35	121	-----	3,922.07	112.06
Rural.....	54	119.2	140	12,638.00	234.04	32	115.8	-----	3,357.07	104.90
Roxboro.....	11	180	-----	4,050.00	405.00	3	180	-----	565.00	155.00
Pitt.....	149	110	160	35,307.49	238.56	56	88	100	5,392.23	96.30
Rural.....	133	101	160	29,113.79	218.90	51	81	100	4,388.10	86.04
Greenville.....	16	156	-----	6,193.70	412.91	5	158	-----	1,004.13	200.83
Polk.....	37	82	118	6,195.65	167.45	10	80	-----	672.00	67.20

*Average salary paid both white and colored teachers.

TABLE IX. SALARIES AND TERM—Continued.

	White.					Colored.				
	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Randolph.....	146	97	116	\$ 26,155.88	\$181.64	25			\$2,661.17	\$ 106.44
Rural.....	129	91.7	116	21,947.88	170.14	22	76		1,829.17	83.18
Asheboro.....	10	156		2,918.00	324.22	3	156		832.00	277.33
Randleman.....	7	120		1,290.00	215.00					
Richmond.....	70	149.5	160	21,705.36	319.20	29	109.7	105	3,592.25	123.87
Rural.....	52	139	160	14,410.36	277.12	24	95	105	2,548.50	106.18
Rockingham.....	10	180		4,235.00	470.55	3	180		578.75	192.92
Hamlet.....	8	180		3,060.00	437.14	2	180		465.00	232.50
Robeson.....	142	145.5	146	51,170.89	365.56	102		93	15,343.74	150.42
Rural.....	126	141.1	146	45,465.89	360.84	99	84	93	14,893.74	150.44
Maxton.....	6	176		2,300.00	460.00	3	120		450.00	150.00
Lumberton.....	10	180		3,405.00	378.33	*				
Rockingham.....	152	109.6	120	34,367.66	227.60	54		120	5,560.13	102.96
Rural.....	138	103	120	28,202.66	204.36	46	95	120	3,551.63	77.21
Reidsville.....	14	180		6,165.00	474.23	8	180		2,008.50	251.06
Rowan.....	186	114.3	143.1	41,482.54	235.70	47	98	107.5	6,785.04	144.36
Rural.....	151	102	143.1	27,081.79	189.38	41	87.7	107.5	5,140.29	125.37
Salisbury.....	26	166		11,800.75	472.03	6	166		1,644.75	274.12
Spencer.....	9	160		2,600.00	325.00					
Rutherford.....	122	100.1	131	20,586.73	170.13	24	81		1,874.86	78.11
Rural.....	116	97	131	18,886.73	162.82	24	81		1,874.86	78.11
Rutherfordton.....	6	160		1,700.00	340.00					
Sampson.....	144	99	124	28,923.17	202.26	54	85	100	5,232.72	96.90
Rural.....	134	96	124	26,238.17	195.78	50	82	100	4,542.72	90.85
Clinton.....	10	140		2,685.00	298.33	4	120		690.00	172.50
Scotland.....	45	146	148	12,376.15	281.27	37	119.3	124	4,484.75	121.21
Rural.....	34	142	148	8,644.65	254.25	26	103	124	3,784.75	145.56
Laurinburg.....	11	160		3,731.50	373.15	11	160		700.00	63.63
Stanly.....	92	103.2	104	18,778.91	206.36	11	80		885.00	80.45
Rural.....	83	96	104	15,378.91	185.29	11	80		885.00	80.45
Albemarle.....	9	170		3,400.00	425.00					
Stokes.....	96	86.5	115	15,554.09	162.02	12	74.5	85	1,049.67	87.47
Surry.....	137	10	126.4	21,950.01	161.40	18	84.4	105	1,936.98	107.61
Rural.....	121	91.1	126.4	16,162.81	133.57	16	72.5	105	1,339.98	83.75
Mt. Airy.....	15	180		5,367.20	383.37	2	180		540.00	270.00
Westfield.....	2	160		420.00	210.00	1			57.00	57.00
Swain.....	65	91	136	13,353.22	205.43	2	92	104	275.39	137.69
Transylvania.....	47	121.6	142.7	12,216.28	259.92	3	100	100	328.55	109.52
Tyrell.....	20	102	140	5,745.75	287.28	9	85		993.25	110.34
Union.....	127	111.3	113	37,031.77	293.90	45	87		5,228.50	116.19
Rural.....	109	100	113	29,515.13	270.78	41	78		4,193.50	102.28
Monroe.....	18	180		7,516.64	442.15	4	180		3,195.00	258.75
Vance.....	59	134.4	133.3	17,027.50	293.57	35	106	95	5,356.84	153.05
Rural.....	39	111	133.3	9,592.50	246.00	26	80	95	2,161.84	83.14
Henderson.....	20	180		7,435.00	391.32	9	180		3,195.00	355.00
Wake.....	219	140.3	144	80,758.78	370.45	111	121.6	105	18,241.00	164.33
Rural.....	158	125	144	43,504.06	275.34	80	99	105	8,356.16	104.45
Raleigh.....	61	180		37,254.72	620.91	31	180		9,884.84	318.86
Warren.....	58	111	137	14,964.32	259.73	50	90	97	4,691.24	93.82

*No school—erecting building.

TABLE IX. SALARIES AND TERM—Continued.

	White.					Colored.				
	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Rural Local Tax Districts.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Washington.....	49	130.6	160	\$ 8,710.79	\$185.33	25	131	160	\$3,317.96	\$ 132.72
Rural.....	36	120	160	5,486.79	152.41	18	120	160	2,257.96	125.44
Roper.....	5	160	-----	1,280.00	320.00	2	160	-----	520.00	270.00
Plymouth.....	8	160	-----	1,944.00	277.71	5	160	-----	540.00	108.00
Watauga.....	77	80	120	9,010.00	117.01	2	80	-----	240.00	120.00
Wayne.....	135	120.7	120	35,492.43	268.88	64	113.4	114	8,973.50	140.21
Rural.....	91	94	120	18,785.50	206.43	44	85	114	4,255.00	96.70
Goldsboro.....	27	180	-----	12,496.93	480.65	14	180	-----	3,493.00	249.50
Mt. Olive.....	9	160	-----	2,320.00	290.00	4	160	-----	930.50	232.38
Fremont.....	8	180	-----	1,890.00	270.00	2	180	-----	295.00	147.50
Wilkes.....	169	94	100	27,218.99	162.02	26	91	90	2,160.85	83.11
Rural.....	159	90	100	23,778.99	149.55	24	85	90	1,840.85	76.58
N. Wilkesboro.....	10	160	-----	3,440.00	382.22	2	160	-----	320.00	160.00
Wilson.....	98	129.2	144	26,652.41	280.55	45	121	-----	7,799.43	173.32
Rural.....	64	106.1	144	12,795.50	199.93	28	94.2	-----	3,406.17	121.65
Wilson.....	22	180	-----	10,995.66	523.58	13	180	-----	3,860.76	296.98
Lucama.....	6	160	-----	1,381.25	276.25	2	120	-----	232.50	116.25
Elm City.....	6	160	-----	1,480.00	296.00	2	120	-----	300.00	150.00
Yadkin.....	81	85	160	12,086.50	149.22	9	75	-----	719.00	79.90
Yancey.....	69	95	160	11,061.80	160.31	2	54	-----	118.80	59.40
North Carolina...	9,378	113.6	133	2,351,649.05	251.83	3,016	98	107	384,151.53	127.37
Rural.....	7,782	102.4	133	1,688,330.18	216.95	2,533	85	107	262,089.52	103.47
City.....	1,596	169.5	-----	663,318.87	415.61	483	167	-----	122,062.01	252.72

E. SCHOOLHOUSES, DISTRICTS, AND SCHOOLS.

TABLE X. SCHOOL PROPERTY 1912-1913.

This table shows by races the number and value of public schoolhouses and grounds, rural and city.

SUMMARY OF TABLE X AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Total value all school property, 1912-'13.....	\$4,481,027.50	\$3,668,795.06	\$8,149,822.56
Total value all school property, 1911-'12.....	4,017,254.00	3,363,362.00	7,380,616.00
Increase.....	463,773.50	305,433.06	769,206.56
Value white school property, 1912-'13.....	3,970,775.00	3,260,165.76	7,230,940.76
Value white school property, 1911-'12.....	3,559,998.00	2,970,594.00	6,530,592.00
Increase.....	410,777.00	289,571.76	700,348.76
Value colored school property, 1912-'13.....	510,252.50	408,629.30	918,881.80
Value colored school property, 1911-'12.....	457,256.00	392,768.00	850,024.00
Increase.....	52,996.50	15,861.30	68,857.80
Total number schoolhouses, 1912-'13.....	7,512	296	7,808
Total number schoolhouses, 1911-'12.....	7,491	286	7,777
Increase.....	21	10	31
Number white schoolhouses, 1912-'13.....	5,301	190	5,491
Number white schoolhouses, 1911-'12.....	5,265	181	5,446
Increase.....	36	9	45
Number colored schoolhouses, 1912-'13.....	2,211	106	2,317
Number colored schoolhouses, 1911-'12.....	2,226	105	2,331
Increase.....	*15	1	*14
Average value each schoolhouse, 1912-'13.....	596.51	12,394.58	1,043.78
Average value each schoolhouse, 1911-'12.....	536.28	11,760.06	959.04
Increase.....	60.23	634.52	84.74
Average value each schoolhouse (white), 1912-'13.....	749.06	17,158.76	1,316.87
Average value each schoolhouse (white), 1911-'12.....	676.62	16,422.62	1,197.50
Increase.....	72.44	736.14	119.37
Average value each schoolhouse (colored), 1912-'13.....	230.78	3,855.00	396.60
Average value each schoolhouse (colored), 1911-'12.....	205.42	3,740.65	364.66
Increase.....	25.36	114.35	31.94

	White.		Colored.		Total Houses.	Total Value.
	Number of School- houses.	Total Value of School Property.	Number of School- houses.	Total Value of School Property.		
Alamance.....	60	\$106,975.00	29	\$ 10,345.00	89	\$ 117,320.00
Rural.....	54	54,975.00	26	6,545.00	80	61,520.00
Burlington.....	3	18,000.00	1	2,000.00	4	20,000.00
Graham.....	1	20,000.00	1	800.00	2	20,800.00
Haw River.....	1	6,000.00			1	6,000.00
Mebane.....	1	8,000.00	1	1,000.00	2	9,000.00
Alexander.....	50	13,715.00	6	1,237.00	56	14,952.00
Alleghany.....	38	24,425.00	3	250.00	41	24,675.00
Anson.....	47	69,000.00	42	14,000.00	89	83,000.00
Rural.....	45	49,000.00	41	11,000.00	86	60,000.00
Wadesboro.....	2	20,000.00	1	3,000.00	3	23,000.00

*Decrease.

SCHOOL PROPERTY, 1912-1913

53

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School-houses.	Total Value of School Property.	Number of School-houses.	Total Value of School Property.		
Ashe.....	100	\$ 30,750.00	10	\$ 523.00	110	\$ 31,273.00
Avery.....	45	9,700.00	2	300.00	47	10,000.00
Beaufort.....	75	107,550.00	39	9,045.00	114	116,595.00
Rural.....	73	37,550.00	34	3,545.00	107	41,095.00
Washington.....	1	45,000.00	4	3,000.00	5	48,000.00
Belhaven.....	1	25,000.00	1	2,500.00	2	27,500.00
Bertie.....	64	50,800.00	52	9,775.00	116	60,575.00
Rural.....	62	32,300.00	51	9,475.00	113	41,775.00
Windsor.....	1	15,000.00	1	300.00	2	15,300.00
Aulander.....	1	3,500.00			1	3,500.00
Bladen.....	67	28,400.00	49	4,320.00	116	32,720.00
Brunswick.....	39	19,925.00	27	2,775.00	66	22,700.00
Buncombe.....	103	304,415.00	17	25,740.00	120	330,155.00
Rural.....	93	85,275.00	13	3,975.00	106	89,250.00
Asheville.....	10	219,140.00	4	21,765.00	14	240,905.00
Burke.....	56	50,000.00	11	1,100.00	67	51,100.00
Rural.....	54	20,000.00	10	600.00	64	20,600.00
Morganton.....	2	30,000.00	1	500.00	3	30,500.00
Cabarrus.....	47	95,500.00	20	8,955.00	67	104,455.00
Rural.....	45	32,500.00	19	3,955.00	64	36,455.00
Concord.....	2	63,000.00	1	5,000.00	3	68,000.00
Caldwell.....	68	84,925.00	15	2,200.00	83	87,125.00
Rural.....	65	57,675.00	13	1,200.00	78	58,875.00
Lenoir.....	1	23,000.00	2	1,000.00	3	24,000.00
Granite.....	1	3,000.00			1	3,000.00
Rhodhiss.....	1	1,250.00			1	1,250.00
Camden.....	18	11,075.00	12	2,245.00	30	13,320.00
Carteret.....	44	35,000.00	7	1,900.00	51	36,900.00
Rural.....	41	26,000.00	6	900.00	47	26,900.00
Morehead City.....	3	9,000.00	1	1,000.00	4	10,000.00
Caswell.....	41	15,700.00	34	5,200.00	75	20,900.00
Catawba.....	78	76,500.00	17	4,300.00	95	80,800.00
Rural.....	76	44,500.00	15	2,800.00	91	47,300.00
Hickory.....	1	20,000.00	1	1,000.00	2	21,000.00
Newton.....	1	12,000.00	1	500.00	2	12,500.00
Chatham.....	72	32,000.00	36	6,000.00	108	38,000.00
Cherokee.....	56	122,705.00	1	300.00	57	123,005.00
Rural.....	51	69,705.00			51	69,705.00
Andrews.....	4	13,000.00	1	300.00	5	13,300.00
Murphy.....	1	40,000.00			1	40,000.00
Chowan.....	19	27,500.00	15	5,600.00	34	33,100.00
Rural.....	18	17,500.00	15	5,600.00	33	23,100.00
Edenton.....	1	10,000.00			1	10,000.00
Clay.....	15	12,000.00	1	300.00	16	12,300.00
Cleveland.....	75	106,700.00	22	2,900.00	97	109,600.00
Rural.....	73	41,700.00	20	1,200.00	93	42,900.00
Shelby.....	1	40,000.00	1	1,500.00	2	41,500.00
Kings Mountain.....	1	25,000.00	1	200.00	2	25,200.00
Columbus.....	89	79,325.00	33	8,205.00	122	87,530.00
Craven.....	48	110,525.00	33	16,725.00	81	127,250.00
Rural.....	45	28,525.00	32	6,225.00	77	34,750.00
New Bern.....	3	82,000.00	1	10,500.00	4	92,500.00

SCHOOL PROPERTY, 1912-1913

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School-houses.	Total Value of School Property.	Number of School-houses.	Total Value of School Property.		
Cumberland.....	64	\$134,500.00	47	\$ 17,000.00	111	\$ 151,500.00
Rural.....	60	52,000.00	46	9,000.00	106	61,000.00
Fayetteville.....	3	75,000.00	1	8,000.00	4	83,000.00
Hope Mills.....	1	7,500.00			1	7,500.00
Currituck.....	31	18,900.00	14	3,045.00	45	21,945.00
Dare.....	18	9,000.00	1	500.00	19	9,500.00
Davidson.....	94	98,850.00	18	7,850.00	112	106,700.00
Rural.....	92	48,850.00	16	3,550.00	108	52,400.00
Lexington.....	1	40,000.00	1	3,000.00	2	43,000.00
Thomasville.....	1	10,000.00	1	1,300.00	2	11,300.00
Davie.....	37	24,765.00	10	3,995.00	47	28,760.00
Rural.....	36	14,765.00	9	2,995.00	45	17,760.00
Mocksville.....	1	10,000.00	1	1,000.00	2	11,000.00
Duplin.....	77	40,025.00	37	6,750.00	114	46,775.00
Durham.....	35	303,000.00	22	42,000.00	57	345,000.00
Rural.....	30	87,000.00	19	8,000.00	49	95,000.00
Durham.....	5	216,000.00	3	34,000.00	8	250,000.00
Edgecombe.....	42	70,332.00	38	17,092.00	80	87,424.00
Rural.....	39	25,332.00	35	9,092.00	74	34,424.00
Tarboro.....	3	45,000.00	3	8,000.00	6	53,000.00
Forsyth.....	89	255,031.00	25	30,484.00	114	285,515.00
Rural.....	83	64,000.00	22	9,000.00	105	73,000.00
Winston.....	5	182,031.00	2	20,884.00	7	202,915.00
Kernersville.....	1	9,000.00	1	600.00	2	9,600.00
Franklin.....	41	78,500.00	39	12,800.00	80	91,300.00
Rural.....	38	29,500.00	36	4,800.00	74	34,300.00
Franklinton.....	1	19,000.00	1	3,500.00	2	22,500.00
Louisburg.....	1	25,000.00	1	4,000.00	2	29,000.00
Youngsville.....	1	5,000.00	1	500.00	2	5,500.00
Gaston.....	65	147,045.00	29	16,932.00	94	163,977.00
Rural.....	63	103,522.00	28	11,740.00	91	115,262.00
Gastonia.....	2	43,523.00	1	5,192.00	3	48,715.00
Gates.....	33	30,000.00	21	3,200.00	54	33,200.00
Graham.....	23	7,075.00			23	7,075.00
Granville.....	55	69,500.00	43	5,700.00	98	75,200.00
Rural.....	54	41,000.00	42	4,200.00	96	45,200.00
Oxford.....	1	28,500.00	1	1,500.00	2	30,000.00
Greene.....	32	20,100.00	19	3,260.00	51	23,360.00
Guilford.....	99	307,014.22	34	60,580.00	133	367,594.22
Rural.....	85	123,325.00	29	11,430.00	114	134,755.00
Greensboro.....	7	103,689.22	2	9,000.00	9	112,689.22
High Point.....	4	70,000.00	2	40,000.00	6	110,000.00
Guilford College.....	2	5,000.00			2	5,000.00
Gibsonville.....	1	5,000.00	1	150.00	2	5,150.00
Halifax.....	43	77,115.54	51	15,940.00	94	93,055.54
Rural.....	38	18,582.00	47	10,130.00	85	28,712.00
Scotland Neck.....	1	25,000.00	1	1,000.00	2	26,000.00
Weldon.....	1	15,033.54	1	2,360.30	2	17,393.84
Enfield.....	2	6,500.00	1	1,250.00	3	7,750.00
Roanoke Rapids.....	1	12,000.00	1	1,200.00	2	13,200.00
arnett.....	65	70,000.00	31	5,600.00	96	75,600.00
Rural.....	64	45,000.00	30	5,000.00	94	50,000.00
Dunn.....	1	25,000.00	1	600.00	2	25,600.00

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School-houses.	Total Value of School Property.	Number of School-houses.	Total Value of School Property.		
Haywood.....	55	\$102,400.00	2	\$ 2,600.00	57	\$ 105,000.00
Rural.....	52	27,400.00	1	600.00	53	28,000.00
Waynesville.....	2	50,000.00	1	2,000.00	3	52,000.00
Canton.....	1	25,000.00			1	25,000.00
Henderson.....	53	68,825.00	9	3,680.00	62	72,505.00
Rural.....	52	38,825.00	8	1,680.00	60	40,505.00
Hendersonville.....	1	30,000.00	1	2,000.00	2	32,000.00
Hertford.....	34	24,745.00	30	6,765.00	64	31,510.00
Hoke.....	21	25,095.00	21	3,500.00	42	28,595.00
Hyde.....	27	20,000.00	19	4,000.00	46	24,000.00
Iredell.....	92	123,675.00	33	14,210.00	125	137,885.00
Rural.....	89	53,675.00	31	8,710.00	120	62,385.00
Mooreville.....	2	*30,000.00	1	*1,500.00	3	31,500.00
Statesville.....	1	40,000.00	1	4,000.00	2	44,000.00
Jackson.....	44	58,425.00	3	2,000.00	47	60,425.00
Johnston.....	106	113,185.00	35	11,415.00	141	124,600.00
Rural.....	104	67,185.00	33	4,415.00	137	71,600.00
Selma.....	1	16,000.00	1	3,000.00	2	19,000.00
Smithfield.....	1	30,000.00	1	4,000.00	2	34,000.00
Jones.....	30	12,000.00	20	4,500.00	50	16,500.00
Lee.....	30	29,250.00	14	3,325.00	44	32,575.00
Rural.....	28	15,250.00	14	3,325.00	42	18,575.00
Sanford.....	1	2,000.00			1	2,000.00
Jonesboro.....	1	12,000.00			1	12,000.00
Lenoir.....	47	66,300.00	26	9,025.00	73	75,325.00
Rural.....	44	27,300.00	24	5,525.00	68	32,825.00
Kinston.....	2	28,000.00	1	2,500.00	3	30,500.00
LaGrange.....	1	11,000.00	1	1,000.00	2	12,000.00
Lincoln.....	59	45,700.00	13	6,100.00	72	51,800.00
Rural.....	58	25,700.00	12	5,100.00	70	30,800.00
Lincolnton.....	1	20,000.00	1	1,000.00	2	21,000.00
Macon.....	58	24,980.00	4	400.00	62	25,380.00
Madison.....	70	49,325.00	4	600.00	74	49,925.00
Martin.....	45	34,000.00	28	9,750.00	73	43,750.00
Rural.....	43	26,000.00	26	7,500.00	69	33,500.00
Williamston.....	1	5,000.00	1	1,500.00	2	6,500.00
Robersonville.....	1	3,000.00	1	750.00	2	3,750.00
McDowell.....	54	52,500.00	9	4,500.00	63	57,000.00
Rural.....	52	38,500.00	9	4,500.00	61	43,000.00
Marion.....	1	10,000.00			1	10,000.00
Old Fort.....	1	4,000.00			1	4,000.00
Mecklenburg.....	80	239,720.00	59	38,610.00	139	278,330.00
Rural.....	72	89,720.00	57	13,610.00	129	103,330.00
Charlotte.....	8	150,000.00	2	25,000.00	10	175,000.00
Mitchell.....	33	16,550.00	2	200.00	35	16,750.00
Montgomery.....	57	13,200.00	17	1,800.00	74	15,000.00
Moore.....	70	94,763.00	24	5,886.00	94	100,649.00
Rural.....	67	62,563.00	24	5,886.00	91	68,449.00
Carthage.....	1	16,500.00			1	16,500.00
Southern Pines.....	1	12,200.00			1	12,200.00
Aberdeen.....	1	3,500.00			1	3,500.00

*1912 statistics.

SCHOOL PROPERTY, 1912-1913

TABLE X. SCHOOL PROPERTY—*Continued.*

	White.		Colored.		Total Houses.	Total Value.
	Number of School-houses.	Total Value of School Property.	Number of School-houses.	Total Value of School Property.		
Nash.....	51	\$111,375.00	36	\$ 6,535.00	87	\$ 127,910.00
Rural.....	48	46,375.00	35	6,535.00	83	52,910.00
Rocky Mount.....	3	65,000.00	1	10,000.00	4	75,000.00
New Hanover.....	19	200,371.00	14	19,225.00	33	219,596.00
Rural.....	15	18,371.00	12	6,225.00	27	24,596.00
Wilmington.....	4	182,000.00	2	13,000.00	6	195,000.00
Northampton.....	41	47,750.00	42	7,350.00	83	55,100.00
Onslow.....	54	33,850.00	19	4,275.00	73	38,125.00
Orange.....	48	35,000.00	23	5,400.00	71	40,400.00
Rural.....	47	32,000.00	23	5,400.00	70	37,400.00
Chapel Hill.....	1	3,000.00			1	3,000.00
Pamlico.....	23	28,350.00	10	5,350.00	33	33,700.00
Pasquotank.....	24	72,500.00	17	9,000.00	41	81,500.00
Rural.....	22	14,500.00	15	6,000.00	37	20,500.00
Elizabeth City.....	2	58,000.00	2	3,000.00	4	61,000.00
Pender.....	42	36,300.00	36	5,700.00	78	42,000.00
Perquimans.....	27	28,300.00	20	10,500.00	47	38,800.00
Rural.....	26	11,300.00	19	7,500.00	45	18,800.00
Hertford.....	1	17,000.00	1	3,000.00	2	20,000.00
Person.....	47	35,800.00	31	10,200.00	78	46,000.00
Rural.....	46	13,300.00	30	7,700.00	76	21,000.00
Roxboro.....	1	22,500.00	1	2,500.00	2	25,000.00
Pitt.....	81	110,000.00	52	20,200.00	133	130,200.00
Rural.....	80	85,000.00	51	15,200.00	131	100,200.00
Greenville.....	1	25,000.00	1	5,000.00	2	30,000.00
Polk.....	31	5,930.00	7	1,200.00	38	7,130.00
Randolph.....	101	110,300.00	21	4,825.00	122	115,125.00
Rural.....	99	70,300.00	19	3,325.00	118	73,625.00
Asheboro.....	1	25,000.00	2	1,500.00	3	26,500.00
Randleman.....	1	15,000.00			1	15,000.00
Richmond.....	38	67,700.00	27	8,950.00	65	76,650.00
Rural.....	36	17,700.00	25	4,450.00	61	22,150.00
Rockingham.....	1	35,000.00	1	2,500.00	2	37,500.00
Hamlet.....	1	15,000.00	1	2,000.00	2	17,000.00
Robeson.....	75	151,900.00	82	26,765.00	157	178,665.00
Rural.....	73	81,900.00	*80	19,765.00	153	101,665.00
Maxton.....	1	10,000.00	1	2,000.00	2	12,000.00
Lumberton.....	1	60,000.00	1	5,000.00	2	65,000.00
Rockingham.....	75	111,500.00	35	11,000.00	110	122,500.00
Rural.....	72	80,000.00	33	8,000.00	105	88,000.00
Reidsville.....	2	30,000.00	1	2,500.00	3	32,500.00
Ruffin.....	1	1,500.00	1	500.00	2	2,000.00
Rowan.....	86	95,225.00	34	10,960.00	120	106,185.00
Rural.....	83	65,225.00	33	5,960.00	116	71,185.00
Salisbury.....	3	30,000.00	1	5,000.00	4	35,000.00
Rutherford.....	80	69,502.00	24	5,872.00	104	75,374.00
Rural.....	79	54,502.00	24	5,872.00	103	60,374.00
Rutherfordton.....	1	15,000.00			1	15,000.00
Sampson.....	85	96,638.00	50	13,768.00	135	110,406.00
Rural.....	84	71,638.00	48	10,268.00	132	81,906.00
Clinton.....	1	25,000.00	2	3,500.00	3	28,500.00

*27 Indian.

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School-houses.	Total Value of School Property.	Number of School-houses.	Total Value of School Property.		
Scotland.....	28	\$ 40,796.00	26	\$ 11,582.00	54	\$ 52,378.00
Rural.....	25	11,665.00	23	5,382.00	48	17,047.00
Laurinburg.....	3	29,131.00	3	6,200.00	6	35,331.00
Stanly.....	62	53,565.00	6	1,775.00	68	55,340.00
Rural.....	60	28,565.00	6	1,775.00	66	30,340.00
Albemarle.....	2	25,000.00			2	25,000.00
Stokes.....	68	37,600.00	10	2,330.00	78	39,930.00
Surry.....	94	67,845.00	14	2,950.00	108	70,795.00
Rural.....	90	41,845.00	12	2,100.00	102	43,945.00
Mt. Airy.....	3	25,000.00	1	500.00	4	25,500.00
Westfield.....	1	1,000.00	1	350.00	2	1,350.00
Swain.....	46	35,360.00	1	100.00	47	35,460.00
Transylvania.....	29	36,445.00	2	2,681.00	31	39,126.00
Tyrrell.....	21	14,100.00	9	1,500.00	30	15,600.00
Union.....	90	147,135.00	39	10,000.00	129	157,135.00
Rural.....	87	108,135.00	38	7,000.00	125	115,135.00
Monroe.....	3	39,000.00	1	3,000.00	4	42,000.00
Vance.....	30	62,500.00	23	21,000.00	53	83,500.00
Rural.....	26	30,500.00	20	3,000.00	46	33,500.00
Henderson.....	4	32,000.00	3	18,000.00	7	50,000.00
Wake.....	85	287,074.00	64	62,900.50	149	349,974.50
Rural.....	76	167,906.00	60	22,772.50	136	190,678.50
Raleigh.....	9	119,168.00	4	40,128.00	13	159,296.00
Warren.....	39	28,055.00	40	10,450.00	79	38,505.00
Washington.....	31	41,700.00	19	10,100.00	50	51,800.00
Rural.....	28	29,700.00	18	9,400.00	46	39,100.00
Roper.....	2	6,500.00	1	700.00	3	7,200.00
Plymouth.....	1	5,500.00			1	5,500.00
Watauga.....	65	22,335.00	2	200.00	67	22,535.00
Wayne.....	71	106,750.00	42	22,425.00	113	129,175.00
Rural.....	64	51,750.00	39	11,925.00	103	63,675.00
Goldsboro.....	3	30,000.00	1	5,000.00	4	35,000.00
Mt. Olive.....	1	10,000.00	1	3,500.00	2	13,500.00
Fremont.....	3	15,000.00	1	2,000.00	4	17,000.00
Wilkes.....	130	72,669.00	20	3,309.00	150	75,978.00
Rural.....	129	68,669.00	19	2,509.00	148	71,178.00
North Wilkesboro.....	1	4,000.00	1	800.00	2	4,800.00
Wilson.....	53	88,000.00	28	28,300.00	81	116,300.00
Rural.....	48	35,000.00	25	12,000.00	73	47,000.00
Wilson.....	2	36,000.00	1	15,000.00	3	51,000.00
Lucama.....	2	12,000.00	1	800.00	3	12,800.00
Elm City.....	1	5,000.00	1	500.00	2	5,500.00
Yadkin.....	60	16,645.00	6	270.00	66	16,915.00
Yancey.....	39	23,575.00	2	100.00	41	23,675.00
North Carolina.....	5,491	7,230,940.76	2,317	918,881.80	7,808	8,149,822.56
Rural.....	5,301	3,970,775.00	2,211	510,252.50	7,512	4,481,027.50
City.....	190	3,260,165.76	106	408,629.30	296	3,668,795.06

TABLE XI. LOG SCHOOLHOUSES, DISTRICTS, AND DISTRICTS WITHOUT HOUSES, 1912-1913.

This table shows the number of districts, the number of log schoolhouses, and the number of districts without schoolhouses, by counties and by races.

SUMMARY OF TABLE XI AND COMPARISON WITH 1911-1912.

				1911-'12.	1912-'13.	Decrease.	
Number of school districts.....				7,663	7,727	*64	
White.....				5,395	5,416	*21	
Colored.....				2,268	2,311	*43	
Number of log schoolhouses.....				254	178	76	
White.....				114	61	53	
Colored.....				140	117	23	
Number of districts having no house.....				273	259	14	
White.....				150	143	7	
Colored.....				123	116	7	

	White.			Colored.			Decrease in School Districts. by Consolidation.	
	School Districts.	Districts Having Log Houses.	Districts Having No House.	School Districts.	Districts Having Log Houses.	Districts Having No House.	White.	Colored.
Alamance.....	54			26	3			
Alexander.....	52			8		2		
Alleghany.....	39		1	3	1			
Anson.....	45		1	41				
Ashe.....	100	5	3	10	3	2		
Avery.....	47	2	5	2			1	
Beaufort.....	73		1	31				
Bertie.....	62			52		1	1	3
Bladen.....	74		7	49	2			
Brunswick.....	43		4	27				
Buncombe.....	94		2	17	1	3		
Burke.....	56		2	10				
Cabarrus.....	48	1	3	22		3		
Caldwell.....	64	1	2	14	4			
Camden.....	18			12				
Carteret.....	41			6				
Caswell.....	43	7	2	38	20	4		
Catawba.....	76			16		1		
Chatham.....	79	1	7	40	3	4		1
Cherokee.....	52	1	1	2		1	1	
Chowan.....	19		1	15				
Clay.....	15	1		1				
Cleveland.....	72			21				
Columbus.....	89	1		36		2	1	1
Craven.....	44			32			1	
Cumberland.....	61		1	46				
Currituck.....	33		2	14			2	
Dare.....	17		2	1		1	1	
Davidson.....	92	1	5	17	3	1		
Davie.....	40	4		11	5			
Duplin.....	77			37		2	3	5

*Increase.

TABLE XI. LOG SCHOOLHOUSES, DISTRICTS, ETC.—Continued.

	School Districts.	White.		School Districts.	Colored.		Decrease in School Districts. by Consolidation	
		Districts Having Log Houses.	Districts Having No House.		Districts Having Log Houses.	Districts Having No House.	White.	Colored.
Durham.....	30			19		1		
Edgecombe.....	39			35				
Forsyth.....	83			24		2		
Franklin.....	42		3	36	9			
Gaston.....	65		2	25	1	2		
Gates.....	33			21				
Graham.....	23	2	2					
Granville.....	56	1		44	12			
Greene.....	32		1	19				1
Guilford.....	86	1	1	33	1	2		
Halifax.....	49		11	59	2	13	1	
Harnett.....	66		2	33		4		
Haywood.....	54	1		1				
Henderson.....	54		2	9		1		1
Hertford.....	34			30				
Hoke.....	22		3	24		3		
Hyde.....	27		1	19				
Iredell.....	91	1	1	31	2	1		
Jackson.....	47	2	3	3				
Johnston.....	104			34		1	2	1
Jones.....	27			19	1			
Lee.....	33		5	17		4		
Lenoir.....	44		1	24		1		
Lincoln.....	58		1	12		1		
Macon.....	58	3		4				
Madison.....	71	1	1	4				
Martin.....	43			26				
McDowell.....	51			11	4	2		
Mecklenburg.....	72			59		2		
Mitchell.....	46	3	7	2			1	
Montgomery.....	61			18		3		
Moore.....	67	1	1	29	1	7		
Nash.....	52		4	38		3		
New Hanover.....	15			12				
Northampton.....	42		1	45		1	1	
Onslow.....	52			19				1
Orange.....	46			22	6	1		
Pamlico.....	23			12		2		
Pasquotank.....	22			16		1		
Pender.....	44		2	40	2	2		
Perquimans.....	26			19				
Person.....	42			32	12	1		
Pitt.....	80			51				
Polk.....	36		5	10		2		
Randolph.....	102	4	1	22	2	1		1
Richmond.....	38			*26	2			
Robeson.....	74		1	†82		2	1	
Rockingham.....	72	1	1	34	3	1	1	
Rowan.....	84			38	2	4		1
Rutherford.....	79			24	3			
Sampson.....	84			48				

*2 Indian districts.

†27 Indian districts.

TABLE XI. LOG SCHOOLHOUSES, DISTRICTS, ETC.—Continued.

	White.			Colored.			Decrease in School Districts. by Consolidation.	
	School Districts.	Districts Having Log Houses.	Districts Having No House.	School Districts.	Districts Having Log Houses.	Districts Having No House.	White.	Colored.
Scotland.....	23			20				
Stanly.....	62		2	11		6		
Stokes.....	68			10	4			
Surry.....	94	4		14				
Swain.....	48	3	2	2		1	1	
Transylvania.....	31		2	2				
Tyrrell.....	21			9				
Union.....	87			38				
Vance.....	25			24		2		
Wake.....	77		4	59				
Warren.....	40	1	1	34				
Washington.....	28			18			2	
Watauga.....	65	1	1	3	2	1		
Wayne.....	64			39				
Wilkes.....	133	2	3	20		3		
Wilson.....	45			26		1		
Yadkin.....	55	2	2	9	1	4		
Yancey.....	50	2	11	2				
North Carolina....	5,416	61	143	2,311	117	116	21	16

TABLE XII. NUMBER OF WHITE RURAL SCHOOLS, ETC., 1912-1913.

This table shows the number of white rural schools, the school population and the land area of the counties, the number of white rural schools having only one teacher, the number of white rural schools having two or more teachers, and the number of white rural schools in which some high-school subjects are taught.

SUMMARY OF TABLE XII AND COMPARISON WITH 1911-1912.

White.	1911-'12.	1912-'13.	Increase.
Number of rural white schools.....	5,425	5,424	*1
Rural white school population.....	429,200	429,175	*25
Land area of State.....	48,580	48,580	-----
Average area covered by each rural school.....	8.9	8.9	-----
School population to each rural school.....	79	79	-----
Number of schools having only one teacher.....	3,777	3,702	*75
Number of schools having two or more teachers.....	1,648	1,722	74
Number of schools in which some high-school subjects are taught.....	1,038	1,119	81

	Number of Rural White Schools.	Rural White School Population.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Alamance.....	54	4,191	494	24	30	7
Alexander.....	52	3,906	297	30	22	10
Alleghany.....	39	2,848	223	27	11	8
Anson.....	45	3,346	551	28	17	17
Ashe.....	99	6,951	399	87	12	15
Avery.....	47	3,804	230	34	13	4
Beaufort.....	75	4,301	819	60	15	15
Bertie.....	62	2,902	712	54	8	11
Bladen.....	68	3,682	1,013	56	12	18
Brunswick.....	41	2,666	812	34	7	4
Buncombe.....	93	9,548	624	62	31	24
Burke.....	54	4,970	534	41	13	3
Cabarrus.....	51	4,727	387	27	24	5
Caldwell.....	68	4,821	427	55	13	-----
Camden.....	18	1,248	218	12	6	10
Carteret.....	41	3,204	538	31	10	1
Caswell.....	43	2,304	396	34	9	9
Catawba.....	76	7,142	408	33	43	12
Chatham.....	79	5,062	676	64	15	12
Cherokee.....	51	4,588	451	32	19	8
Chowan.....	18	1,239	161	14	4	-----
Clay.....	15	1,493	185	13	2	2
Cleveland.....	73	7,420	485	26	47	21
Columbus.....	89	6,329	937	65	24	24
Craven.....	44	2,427	685	37	7	6
Cumberland.....	61	4,153	665	45	16	15
Currituck.....	33	1,763	273	25	8	4

*Decrease.

TABLE XII. NUMBER OF WHITE RURAL SCHOOLS—Continued.

	Number of Rural White Schools.	Rural White School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Dare.....	18	1,326	405	11	7	4
Davidson.....	91	7,087	563	55	37	14
Davie.....	41	3,407	264	34	7	5
Duplin.....	77	5,326	830	60	17	13
Durham.....	29	4,400	284	11	18	26
Edgecombe.....	39	2,345	515	32	7	6
Forsyth.....	83	7,743	369	59	24	3
Franklin.....	42	3,414	471	25	17	8
Gaston.....	65	7,713	359	48	17	15
Gates.....	33	2,002	356	24	9	9
Graham.....	23	1,607	302	20	3	3
Granville.....	56	3,525	504	28	28	30
Greene.....	33	2,318	258	26	7	4
Guilford.....	86	9,702	674	40	46	22
Halifax.....	48	2,237	681	43	5	8
Harnett.....	61	5,221	596	40	21	61
Haywood.....	54	5,353	541	27	27	2
Henderson.....	54	4,624	362	36	18	6
Hertford.....	33	1,798	339	29	4	2
Hoke.....	21	1,375	380	14	7	9
Hyde.....	28	1,612	596	22	6	28
Iredell.....	90	6,948	592	53	37	22
Jackson.....	47	4,463	494	27	20	10
Johnston.....	104	10,838	688	64	40	11
Jones.....	28	1,562	403	22	6	4
Lee.....	33	1,806	247	26	7	3
Lenoir.....	55	2,257	436	43	12	11
Lincoln.....	58	4,600	296	34	24	23
Macon.....	58	4,111	531	44	14	5
Madison.....	68	7,654	431	54	14	12
Martin.....	43	2,439	438	38	5	5
McDowell.....	51	4,795	437	34	17	23
Mecklenburg.....	72	8,102	590	38	34	36
Mitchell.....	46	3,734	219	32	14	2
Montgomery.....	61	3,330	489	54	7	4
Moore.....	64	3,565	643	52	12	5
Nash.....	51	5,740	584	31	20	15
New Hanover.....	21	942	199	9	12	6
Northampton.....	41	3,039	523	16	25	25
Onslow.....	52	3,224	645	42	10	9
Orange.....	47	3,039	386	26	21	6
Pamlico.....	23	2,088	358	7	16	11
Pasquotank.....	22	1,338	231	18	4	2
Pender.....	43	2,590	883	31	12	6
Perquimans.....	26	1,546	251	23	3	4
Person.....	49	3,058	386	44	5	2
Pitt.....	80	6,100	644	53	27	40
Polk.....	36	2,171	258	32	4	2
Randolph.....	102	7,633	795	79	23	8
Richmond.....	37	2,842	466	30	7	7
Robeson.....	74	6,088	1,006	33	41	41

TABLE XII. NUMBER OF WHITE RURAL SCHOOLS—Continued.

	Number of Rural White Schools.	Rural White School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Rockingham.....	74	8,173	573	42	32	9
Rowan.....	84	8,268	483	41	43	15
Rutherford.....	78	7,783	547	46	32	18
Sampson.....	84	6,661	921	48	36	19
Scotland.....	25	1,923	387	18	7	4
Stanly.....	62	5,257	413	40	22	6
Stokes.....	68	6,504	472	43	25	3
Surry.....	87	6,847	531	59	28	12
Swain.....	49	3,536	560	36	13	3
Transylvania.....	31	2,312	371	24	7	4
Tyrrell.....	21	1,146	397	18	3	2
Union.....	89	7,974	561	55	34	20
Vance.....	25	1,430	276	16	9	10
Wake.....	80	7,874	841	32	48	23
Warren.....	40	2,432	432	27	13	3
Washington.....	28	2,144	334	22	6	4
Watauga.....	65	4,275	323	52	13	10
Wayne.....	64	4,481	597	48	16	12
Wilkes.....	132	9,708	718	105	27	28
Wilson.....	47	3,744	392	35	12	2
Yadkin.....	55	5,072	334	39	16	5
Yancey.....	50	4,819	302	33	17	4
Total.....	5,424	429,175	48,580	3,702	1,722	1,119

TABLE XIII. NUMBER OF COLORED RURAL SCHOOLS, ETC., 1912-1913.

This table shows the number of colored rural schools, the school population and the land area of the counties, the number of colored rural schools having only one teacher, the number of colored rural schools having two or more teachers, and the number of colored rural schools in which some high school subjects are taught.

SUMMARY OF TABLE XIII AND COMPARISON WITH 1911-1912.

Colored.			1911-'12.	1912-'13.	Decrease.
Number of colored rural schools.....			2,263	2,261	2
Colored rural school population.....			195,857	195,680	177
Land area of State.....			48,580	48,580	-----
Average area covered by each rural school.....			21.4	21.4	-----
School population to each school.....			82.1	86.5	*4.4
Number of schools having only one teacher.....			2,043	2,015	28
Number of schools having two or more teachers.....			220	246	*26
Number of schools in which some high school subjects are taught.....			75	62	13

	Number of Rural Colored Schools.	Rural Colored School Population.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Alamance.....	23	1,747	494	23	-----	-----
Alexander.....	8	357	297	7	1	-----
Alleghany.....	3	130	223	3	-----	-----
Anson.....	42	3,954	551	38	4	2
Ashe.....	10	243	399	10	-----	-----
Avery.....	2	100	247	2	-----	-----
Beaufort.....	34	2,589	819	31	3	-----
Bertie.....	52	4,562	712	46	6	2
Bladen.....	47	3,296	1,013	46	1	-----
Brunswick.....	26	1,731	812	22	4	-----
Buncombe.....	13	947	624	11	2	-----
Burke.....	9	556	534	9	-----	-----
Cabarrus.....	23	1,644	387	23	-----	-----
Caldwell.....	14	525	427	14	-----	-----
Camden.....	12	909	218	12	-----	-----
Carteret.....	6	516	538	6	-----	-----
Caswell.....	31	2,634	396	30	1	1
Catawba.....	15	860	408	14	1	2
Chatham.....	37	2,914	676	34	3	-----
Cherokee.....	2	-----	451	2	-----	-----
Chowan.....	15	1,760	161	9	6	-----
Clay.....	1	53	185	1	-----	-----
Cleveland.....	21	1,809	485	16	5	2
Columbus.....	36	3,145	937	31	5	1
Craven.....	32	2,714	685	27	5	-----
Cumberland.....	47	3,485	665	47	-----	-----
Currituck.....	14	1,051	273	12	2	-----
Dare.....	1	162	405	-----	1	-----

*Increase.

TABLE XIII. NUMBER OF COLORED RURAL SCHOOLS—Continued.

	Number of Rural Colored Schools.	Rural Colored School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Davidson.....	15	750	563	15		
Davie.....	11	786	264	10	1	
Duplin.....	39	3,049	830	31	8	2
Durham.....	19	2,164	284	17	2	
Edgecombe.....	35	4,907	515	35		
Forsyth.....	24	1,800	369	20	4	
Franklin.....	37	3,155	471	34	3	
Gaston.....	30	2,637	359	26	4	3
Gates.....	21	1,913	356	17	4	
Graham.....			302			
Granville.....	44	3,312	504	43	1	5
Greene.....	17	2,152	258	14	3	
Guilford.....	32	2,824	674	26	6	1
Halifax.....	59	7,121	681	55	4	
Harnett.....	30	2,235	596	25	5	5
Haywood.....	1	40	541	1		
Henderson.....	9	357	362	7	2	
Hertford.....	30	3,270	339	22	8	
Hoke.....	25	2,213	380	25		4
Hyde.....	19	1,592	596	16	3	
Iredell.....	29	2,195	592	27	2	
Jackson.....	3	239	494	2	1	1
Johnston.....	34	3,029	688	32	2	
Jones.....	20	1,538	403	17	3	
Lee.....	16	1,344	247	14	2	1
Lenoir.....	24	1,848	436	24		
Lincoln.....	11	775	296	9	2	
Macon.....	4	235	531	4		
Madison.....	4	180	431	4		
Martin.....	26	2,565	438	23	3	
McDowell.....	11	680	437	10	1	1
Mecklenburg.....	57	5,284	590	55	2	
Mitchell.....	2	47	219	2		
Montgomery.....	18	1,182	489	17	1	1
Moore.....	22	2,574	643	19	3	
Nash.....	33	3,702	584	30	3	1
New Hanover.....	13	1,060	199	11	2	1
Northampton.....	44	4,888	523	39	5	2
Onslow.....	19	1,710	645	15	4	
Orange.....	24	1,625	386	22	2	
Pamlico.....	11	1,469	358	7	4	2
Pasquotank.....	13	1,364	231	12	1	
Pender.....	37	2,810	883	33	4	1
Perquimans.....	19	1,637	251	15	4	
Person.....	33	2,438	386	33		
Pitt.....	51	5,700	644	49	2	2
Polk.....	10	438	258	10		1
Randolph.....	20	1,411	795	18	2	
Richmond.....	23	2,841	466	21	2	
Robeson.....	80	8,070	1,006	58	22	24
Rockingham.....	34	2,911	573	29	5	2

†26 Indian. *21 Indian. ‡5 Indian. α1 Indian.

TABLE XIII. NUMBER OF COLORED RURAL SCHOOLS—Continued.

	Number of Rural Colored Schools.	Rural Colored School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Rowan.....	37	2,226	483	34	3	2
Rutherford.....	22	1,651	547	21	1	1
Sampson.....	45	2,890	921	42	3	2
Scotland.....	23	2,660	387	20	3	1
Stanly.....	11	708	413	10	1	-----
Stokes.....	9	931	472	9	-----	-----
Surry.....	15	634	531	14	1	-----
Swain.....	2	85	560	2	-----	-----
Transylvania.....	2	288	371	-----	2	-----
Tyrrell.....	9	601	397	9	-----	-----
Union.....	39	2,576	561	38	1	-----
Vance.....	21	2,124	276	19	2	1
Wake.....	58	6,147	841	41	17	-----
Warren.....	39	5,079	432	31	8	-----
Washington.....	18	1,644	334	17	1	1
Watauga.....	3	95	323	3	-----	-----
Wayne.....	39	2,922	597	34	5	-----
Wilkes.....	20	959	718	15	5	4
Wilson.....	20	2,515	392	19	1	-----
Yadkin.....	9	388	334	9	-----	-----
Yancey.....	2	98	302	2	-----	-----
Total.....	2,261	195,680	48,580	2,015	246	62

F. TEACHERS.

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED, 1912-1913.

This table shows, by races, the number and sex of the public school teachers, rural and city, employed during 1912-1913.

SUMMARY OF TABLE XIV AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Total number teachers employed, 1912-'13	10,315	2,079	12,394
Total number teachers employed, 1911-'12	10,024	1,891	11,915
Increase	291	188	479
White teachers, 1912-'13	7,782	1,596	9,378
White teachers, 1911-'12	7,556	1,461	9,017
Increase	226	135	361
Colored teachers, 1912-'13	2,533	483	3,016
Colored teachers, 1911-'12	2,468	430	2,898
Increase	65	53	118
White men employed, 1912-'13	1,985	200	2,185
White men employed, 1911-'12	2,117	192	2,309
Increase	*132	8	*124
White women employed, 1912-'13	5,797	1,396	7,193
White women employed, 1911-'12	5,439	1,269	6,708
Increase	358	127	485
Colored men employed, 1912-'13	774	110	884
Colored men employed, 1911-'12	745	105	850
Increase	29	5	34
Colored women employed, 1912-'13	1,759	373	2,132
Colored women employed, 1911-'12	1,723	325	2,048
Increase	36	48	84

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Alamance	18	121	139	9	22	31	170
Rural	13	85	98	6	17	23	121
Burlington	2	17	19	1	1	2	21
Graham	1	10	11	1	1	2	13
Haw River	1	4	5				5
Mebane	1	5	6	1	3	4	10
Alexander	47	30	77	6	3	9	86
Alleghany	31	24	55		3	3	58
Anson	15	67	82	36	13	49	131
Rural	14	56	70	35	10	45	115
Wadesboro	1	11	12	1	3	4	16
Ashe	84	28	112	6	4	10	122
Avery	36	24	60	1	1	2	62
Beaufort	14	115	129	12	37	49	178
Rural	9	86	95	9	28	37	132
Washington	3	22	25	2	7	9	34
Belhaven	2	7	9	1	2	3	12

*Decrease.

TEACHERS, 1912-1913

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—*Continued.*

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Bertie.....	7	79	86	11	47	58	144
Rural.....	5	69	74	11	47	58	132
Windsor.....	1	5	6				6
Aulander.....	1	5	6				6
Bladen.....	9	75	84	11	37	48	132
Brunswick.....	21	23	44	9	19	28	72
Buncombe.....	54	158	212	8	28	36	248
Rural.....	45	97	142	6	10	16	158
Asheville.....	9	61	70	2	18	20	90
Burke.....	11	74	85	6	7	13	98
Rural.....	10	61	71	5	5	10	81
Morganton.....	1	13	14	1	2	3	17
Cabarrus.....	30	81	111	4	25	29	140
Rural.....	25	60	85	2	21	23	108
Concord.....	5	21	26	2	4	6	32
Caldwell.....	36	73	109	8	9	17	126
Rural.....	33	51	84	7	7	14	98
Lenoir.....	2	16	18	1	2	3	21
Granite.....	1	4	5				5
Rhodhiss.....		2	2				2
Camden.....	4	22	26	4	8	12	38
Carteret.....	11	48	59	1	7	8	67
Rural.....	10	36	46		6	6	52
Morehead City.....	1	12	13	1	1	2	15
Caswell.....	7	39	46	7	27	34	80
Rural.....	6	36	42	7	25	32	74
Pelham.....	1	3	4		2	2	6
Catawba.....	48	104	152	11	10	21	173
Rural.....	45	80	125	10	6	16	141
Hickory.....	2	15	17	1	2	3	20
Newton.....	1	9	10		2	2	12
Chatham.....	21	73	94	13	24	37	131
Cherokee.....	25	65	100		1	1	101
Rural.....	19	61	80				80
Andrews.....	2	13	15		1	1	16
Murphy.....	4	1	5				5
Chowan.....	2	29	31	5	19	24	55
Rural.....	1	21	22	5	18	23	45
Edenton.....	1	8	9		1	1	10
Clay.....	10	8	18		1	1	19
Cleveland.....	34	128	162	12	19	31	193
Rural.....	32	109	141	9	18	27	168
Shelby.....	1	11	12	2	1	3	15
Kings Mountain.....	1	8	9	1		1	10
Columbus.....	37	99	136	12	28	40	176
Craven.....	13	75	88	15	31	46	134
Rural.....	9	47	56	12	25	37	93
New Bern.....	4	28	32	3	6	9	41
Cumberland.....	21	98	119	12	47	59	178
Rural.....	18	71	89	9	38	47	136
Fayetteville.....	2	23	25	3	9	12	37
Hope Mills.....	1	4	5				5

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—*Continued.*

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Currituck.....	1	43	44	4	12	16	60
Dare.....	7	19	26	1	2	3	29
Davidson.....	57	95	152	12	9	21	173
Rural.....	55	72	127	10	5	15	142
Lexington.....	1	13	14	1	2	3	17
Thomasville.....	1	10	11	1	2	3	14
Davie.....	21	38	59	6	8	14	73
Rural.....	20	33	53	5	7	12	65
Mocksville.....	1	5	6	1	1	2	8
Duplin.....	9	71	80	12	32	44	124
Durham.....	25	115	140	8	52	60	200
Rural.....	13	59	72	4	17	21	93
Durham.....	12	56	68	4	35	39	107
Edgecombe.....	5	66	71	12	32	44	115
Rural.....	3	46	49	10	25	35	84
Tarboro.....	2	20	22	2	7	9	31
Forsyth.....	44	162	206	15	39	54	260
Rural.....	38	85	123	12	17	29	152
Winston.....	5	72	77	2	21	23	100
Kernersville.....	1	5	6	1	1	2	8
Franklin.....	10	76	86	14	34	48	134
Rural.....	6	62	68	9	32	41	109
Franklinton.....	1	5	6	2	—	2	8
Louisburg.....	2	5	7	1	2	3	10
Youngsville.....	1	4	5	2	—	2	7
Gaston.....	24	120	144	11	26	37	181
Rural.....	21	90	111	10	23	33	144
Gastonia.....	3	30	33	1	3	4	37
Gates.....	4	43	47	6	19	25	72
Graham.....	12	12	24	—	—	—	24
Granville.....	10	93	103	9	41	50	153
Rural.....	8	85	93	8	37	45	138
Oxford.....	2	8	10	1	4	5	15
Greene.....	4	39	43	8	12	20	63
Guilford.....	49	244	293	21	45	66	359
Rural.....	37	159	196	13	27	40	236
Greensboro.....	7	46	53	2	10	12	65
High Point.....	4	31	35	6	7	13	48
Guilford College.....	1	3	4	—	—	—	4
Gibsonville.....	—	5	5	—	1	1	6
Halifax.....	5	84	89	15	57	72	161
Rural.....	1	50	51	11	51	62	113
Scotland Neck.....	1	9	10	1	2	3	13
Weldon.....	1	8	9	1	2	3	12
Enfield.....	1	8	9	1	2	3	12
Roanoke Rapids.....	1	9	10	1	—	—	11
Harnett.....	23	81	104	13	22	35	139
Rural.....	22	70	92	12	21	33	125
Dunn.....	1	11	12	1	1	2	14
Haywood.....	35	75	110	1	4	5	115
Rural.....	31	52	83	—	1	1	84
Waynesville.....	3	9	12	1	2	3	15
Canton.....	1	14	15	—	1	1	16

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—*Continued.*

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Henderson.....	23	61	84	4	8	12	96
Rural.....	22	50	72	3	6	9	81
Hendersonville.....	1	11	12	1	2	3	15
Hertford.....	3	39	42	7	31	38	80
Hoke.....	10	25	35	7	19	26	60
Hyde.....	8	29	37	10	10	20	57
Iredell.....	52	109	161	23	16	39	200
Rural.....	48	82	130	21	11	32	162
Mooresville.....	2	12	14	1	2	3	17
Statesville.....	2	15	17	1	3	4	21
Jackson.....	35	40	75	1	2	3	78
Johnston.....	50	124	174	14	30	44	218
Rural.....	47	111	158	12	25	37	195
Selma.....	1	8	9	1	2	3	12
Smithfield.....	2	5	7	1	3	4	11
Jones.....	5	34	39	6	18	24	63
Lee.....	13	44	57	9	10	19	76
Rural.....	10	30	40	9	10	19	59
Sanford.....	2	9	11				11
Jonesboro.....	1	5	6				6
Lenoir.....	10	76	86	10	22	32	118
Rural.....	4	52	56	8	16	24	80
Kinston.....	4	19	23	2	5	7	30
LaGrange.....	2	5	7		1	1	8
Lincoln.....	25	69	94	5	9	14	108
Rural.....	24	59	83	4	7	11	94
Lincolnton.....	1	10	11	1	2	3	14
Macon.....	22	56	78	2	2	4	82
Madison.....	34	67	101	3	1	4	105
Martin.....	10	50	60	12	22	34	94
Rural.....	8	40	48	10	19	29	77
Williamston.....	1	5	6	1	3	4	10
Robersonville.....	1	5	6	1		1	7
McDowell.....	14	79	93	2	11	13	106
Rural.....	12	67	79	2	11	13	92
Marion.....	1	9	10				10
Old Fort.....	1	3	4				4
Mecklenburg.....	33	190	223	11	79	90	313
Rural.....	25	105	130	10	50	60	190
Charlotte.....	8	85	93	1	29	30	123
Mitchell.....	35	25	60	1	1	2	62
Montgomery.....	22	50	72	8	19	27	99
Rural.....	21	46	67	8	16	24	91
Troy.....	1	4	5		3	3	8
Moore.....	17	81	98	6	19	25	123
Rural.....	14	70	84	6	19	25	109
Carthage.....	1	5	6				6
Southern Pines.....	1	3	4				4
Aberdeen.....	1	3	4				4
Nash.....	17	96	113	9	35	44	157
Rural.....	14	69	83	7	30	37	120
Rocky Mount.....	3	27	30	2	5	7	37

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—Continued.

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
New Hanover.....	5	76	81	2	36	38	119
Rural.....		19	19		14	14	33
Wilmington.....	5	57	62	2	22	24	86
Northampton.....	14	64	78	15	38	53	131
Onslow.....	19	51	70	14	9	23	93
Orange.....	13	64	77	9	17	26	103
Rural.....	12	59	71	9	17	26	97
Chapel Hill.....	1	5	6				6
Pamlico.....	13	34	47	7	11	18	65
Pasquotank.....	6	44	50	5	18	23	73
Rural.....	2	23	25	4	10	14	39
Elizabeth City.....	4	21	25	1	8	9	34
Pender.....	3	57	60	7	33	40	100
Perquimans.....	4	35	39	9	19	28	67
Rural.....	3	27	30	8	16	24	54
Hertford.....	1	8	9	1	3	4	13
Person.....	7	58	65	4	31	35	100
Rural.....	5	49	54	3	29	32	86
Roxboro.....	2	9	11	1	2	3	14
Pitt.....	7	142	149	21	35	56	205
Rural.....	5	128	133	20	31	51	184
Greenville.....	2	14	16	1	4	5	21
Polk.....	10	27	37	1	9	10	47
Randolph.....	38	108	146	13	12	25	171
Rural.....	36	93	129	12	10	22	151
Asheboro.....	1	9	10	1	2	3	13
Randleman.....	1	6	7				7
Richmond.....	11	59	70	12	17	29	99
Rural.....	9	43	52	10	14	24	76
Rockingham.....	1	9	10	1	2	3	13
Hamlet.....	1	7	8	1	1	2	10
Robeson.....	25	117	142	43	59	102	244
Rural.....	23	103	126	42	57	*99	225
Maxton.....	1	5	6	1	2	3	9
Lumberton.....	1	9	10			†	10
Rockingham.....	20	132	152	10	44	54	206
Rural.....	18	120	138	7	39	46	184
Reidsville.....	2	12	14	3	5	8	22
Rowan.....	36	150	186	19	28	47	233
Rural.....	31	120	151	17	24	41	192
Salisbury.....	4	22	26	2	4	6	32
Spencer.....	1	8	9				9
Rutherford.....	29	93	122	8	16	24	146
Rural.....	28	88	116	8	16	24	140
Rutherfordton.....	1	5	6				6
Sampson.....	25	119	144	14	40	54	198
Rural.....	24	110	134	13	37	50	184
Clinton.....	1	9	10	1	3	4	14
Scotland.....	6	39	45	14	23	37	82
Rural.....	5	29	34	8	18	26	60
Laurinburg.....	1	10	11	6	5	11	22

*30 Indian teachers.

†Erecting building for colored schools.

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—Continued.

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Stanly.....	35	57	92	3	8	11	103
Rural.....	34	49	83	3	8	11	94
Albemarle.....	1	8	9				9
Stokes.....	26	70	96	3	9	12	108
Surry.....	32	104	136	6	12	18	154
Rural.....	31	90	121	5	11	16	137
Mt. Airy.....	1	14	15	1	1	2	17
Westfield.....	1	1	2	1		1	3
Swain.....	22	43	65	1	1	2	67
Transylvania.....	15	32	47		3	3	50
Tyrrell.....	7	13	20	2	7	9	29
Union.....	50	77	127	17	28	45	172
Rural.....	48	61	109	16	25	41	150
Monroe.....	2	16	18	1	3	4	22
Vance.....	5	54	59	4	31	35	94
Rural.....	3	36	39	3	23	26	65
Henderson.....	2	18	20	1	8	9	29
Wake.....	23	196	219	23	88	111	330
Rural.....	19	139	158	20	60	80	238
Raleigh.....	4	57	61	3	28	31	92
Warren.....	7	51	58	12	38	50	108
Washington.....	8	41	49	8	17	25	74
Rural.....	5	31	36	6	12	18	54
Roper.....	1	4	5	1	1	2	7
Plymouth.....	2	6	8	1	4	5	13
Watauga.....	42	35	77	1	1	2	79
Wayne.....	20	115	135	11	53	64	199
Rural.....	15	76	91	5	39	44	135
Goldsboro.....	3	24	27	3	11	14	41
Mt. Olive.....	1	8	9	2	2	4	13
Fremont.....	1	7	8	1	1	2	10
Wilkes.....	82	87	169	14	12	26	195
Rural.....	80	79	159	13	11	24	183
North Wilkesboro.....	2	8	10	1	1	2	12
Wilson.....	19	79	98	7	38	45	143
Rural.....	13	51	64	5	23	28	92
Wilson.....	3	19	22	1	12	13	35
Lucama.....	2	4	6		2	2	8
Elm City.....	1	5	6	1	1	2	8
Yadkin.....	44	37	81	6	3	9	90
Yancey.....	27	42	69	1	1	2	71
North Carolina.....	2,185	7,193	9,386	884	2,132	3,017	12,394
Rural.....	1,985	5,797	7,782	774	1,759	2,533	10,315
City.....	200	1,396	1,596	110	373	484	2,079

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS, 1912-1913.

This table shows the grade of scholarship of rural white teachers employed during the year, as reported by the county superintendents, also something of the training and experience of all white teachers, rural and city, and the number of teachers employed in local tax districts, not including those in city schools.

SUMMARY OF TABLE XV AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Total white teachers, 1912-'13.....	7,782	1,596	9,378
Total white teachers, 1911-'12.....	7,556	1,461	9,017
Increase.....	226	135	361
First grade, 1912-'13.....	6,054	.....	6,054
First grade, 1911-'12.....	5,828	.....	5,828
Increase.....	226	.....	226
Second grade, 1912-'13.....	1,679	.....	1,679
Second grade, 1911-'12.....	1,617	.....	1,617
Increase.....	62	.....	62
Third grade, 1912-'13.....	49	.....	49
Third grade, 1911-'12.....	111	.....	111
Increase.....	*62	.....	*62
Number having normal training, 1912-'13.....	3,100	873	3,973
Number having normal training, 1911-'12.....	2,730	757	3,487
Increase.....	370	116	486
Number having four years' experience, 1912-'13.....	3,552	1,113	4,665
Number having four years' experience, 1911-'12.....	3,452	921	4,373
Increase.....	100	192	292
Number holding college diploma, 1912-'13.....	1,214	950	2,164
Number holding college diploma, 1911-'12.....	1,103	872	1,975
Increase.....	111	78	189
Number teachers employed in local tax districts, 1912-'13.....	2,817	.....	2,817
Number teachers employed in local tax districts, 1911-'12.....	2,505	.....	2,505
Increase.....	312	.....	312

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number of Teachers Em- ployed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Ex- perience.	Number Having College Di- ploma.
Alamance.....	139	69	28	1	45	74	67	28
Rural.....	98	69	28	1	45	47	44	4
Burlington.....	19	.....	.....	.....	.....	13	10	13
Graham.....	11	.....	.....	.....	.....	6	5	8
Haw River.....	5	.....	.....	.....	.....	3	4	.....
Mebane.....	6	.....	.....	.....	.....	5	4	3
Alexander.....	77	60	17	.....	14	7	48	5
Alleghany.....	55	39	16	.....	7	31	22	9
Anson.....	82	61	9	.....	40	34	34	24
Rural.....	70	61	9	.....	40	28	27	17
Wadesboro.....	12	.....	.....	.....	.....	6	7	7
Ashe.....	112	66	46	.....	5	50	64	4
Avery.....	60	60	.....	.....	13	29	21	4

*Decrease.

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number of Teachers Em- ployed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Ex- perience.	Number Having College Di- ploma.
Beaufort.....	129	82	13	-----	38	94	65	23
Rural.....	95	82	13	-----	38	80	38	8
Washington.....	25	-----	-----	-----	-----	9	20	12
Belhaven.....	9	-----	-----	-----	-----	5	7	3
Bertie.....	86	56	18	-----	20	27	44	11
Rural.....	74	56	18	-----	20	23	35	5
Windsor.....	16	-----	-----	-----	-----	-----	4	4
Aulander.....	6	-----	-----	-----	-----	4	5	2
Bladen.....	84	81	3	-----	35	-----	-----	9
Brunswick.....	44	38	6	-----	10	27	19	3
Buncombe.....	212	128	14	-----	65	99	139	63
Rural.....	142	128	14	-----	65	59	90	26
Asheville.....	70	-----	-----	-----	-----	40	49	37
Burke.....	85	28	43	-----	10	17	32	7
Rural.....	71	28	43	-----	10	8	20	-----
Morganton.....	14	-----	-----	-----	-----	9	12	7
Cabarrus.....	111	62	22	1	20	38	76	34
Rural.....	85	62	22	1	20	24	55	15
Concord.....	26	-----	-----	-----	-----	14	21	19
Caldwell.....	109	64	20	-----	9	80	84	21
Rural.....	84	64	20	-----	9	59	67	6
Lenoir.....	18	-----	-----	-----	-----	14	11	11
Granite.....	5	-----	-----	-----	-----	5	5	3
Rhodhiss.....	2	-----	-----	-----	-----	2	1	1
Camden.....	26	26	-----	-----	12	15	15	8
Carteret.....	59	33	11	2	8	29	22	10
Rural.....	46	33	11	2	8	18	17	3
Morehead City.....	13	-----	-----	-----	-----	11	5	7
Caswell.....	46	34	8	-----	14	14	28	5
Rural.....	42	34	8	-----	14	10	25	5
Pelham.....	4	-----	-----	-----	-----	4	3	-----
Catawba.....	152	85	32	8	57	39	77	35
Rural.....	125	85	32	8	57	32	61	17
Hickory.....	10	-----	-----	-----	-----	3	6	5
Newton.....	17	-----	-----	-----	-----	4	10	13
Chatham.....	94	54	40	-----	28	31	40	8
Cherokee.....	100	46	30	4	14	25	37	10
Rural.....	80	46	30	4	14	15	20	-----
Andrews.....	15	-----	-----	-----	-----	5	12	7
Murphy.....	5	-----	-----	-----	-----	5	5	3
Chowan.....	31	17	5	-----	7	24	13	11
Rural.....	22	17	5	-----	7	15	8	4
Edenton.....	9	-----	-----	-----	-----	9	5	7
Clay.....	18	12	6	-----	7	6	8	2
Cleveland.....	162	95	46	-----	36	46	74	42
Rural.....	141	95	46	-----	36	38	59	29
Shelby.....	12	-----	-----	-----	-----	7	10	9
Kings Mountain.....	9	-----	-----	-----	-----	1	5	4
Columbus.....	136	112	24	-----	85	69	62	21
Craven.....	88	51	5	-----	29	32	54	14
Rural.....	56	51	5	-----	29	27	27	6
New Bern.....	32	-----	-----	-----	-----	5	27	8

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number of Teachers Em- ployed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Ex- perience.	Number Having College Di- ploma.
Cumberland.....	119	84	5	-----	36	43	51	36
Rural.....	89	84	5	-----	36	23	33	24
Fayetteville.....	25	-----	-----	-----	-----	17	15	11
Hope Mills.....	5	-----	-----	-----	-----	3	3	1
Currituck.....	44	38	6	-----	32	24	20	4
Dare.....	26	26	-----	-----	24	16	14	6
Davidson.....	152	87	40	-----	30	63	69	23
Rural.....	127	87	40	-----	30	44	53	7
Lexington.....	14	-----	-----	-----	-----	11	11	8
Thomasville.....	11	-----	-----	-----	-----	8	5	8
Davie.....	59	48	5	-----	5	24	25	8
Rural.....	53	48	5	-----	5	19	20	4
Mocksville.....	6	-----	-----	-----	-----	5	5	4
Duplin.....	80	70	10	-----	49	33	50	20
Durham.....	140	63	9	-----	46	73	82	71
Rural.....	72	63	9	-----	46	34	32	29
Durham.....	68	-----	-----	-----	-----	39	50	42
Edgecombe.....	71	48	1	-----	17	49	48	21
Rural.....	49	48	1	-----	17	34	29	11
Tarboro.....	22	-----	-----	-----	-----	15	19	10
Forsyth.....	206	83	38	2	8	71	120	63
Rural.....	123	83	38	2	8	35	80	12
Winston.....	77	-----	-----	-----	-----	34	35	48
Kernersville.....	6	-----	-----	-----	-----	2	5	3
Franklin.....	86	64	4	-----	27	31	42	27
Rural.....	68	64	4	-----	27	17	28	19
Franklinton.....	6	-----	-----	-----	-----	4	5	4
Louisburg.....	7	-----	-----	-----	-----	7	6	2
Youngsville.....	5	-----	-----	-----	-----	3	3	2
Gaston.....	144	90	20	1	48	67	84	56
Rural.....	111	90	20	1	48	50	62	36
Gastonia.....	33	-----	-----	-----	-----	17	22	20
Gates.....	47	30	17	-----	21	29	19	10
Graham.....	24	12	11	1	4	2	8	2
Granville.....	103	71	22	-----	48	42	57	21
Rural.....	93	71	22	-----	48	36	48	14
Oxford.....	10	-----	-----	-----	-----	6	9	7
Greene.....	43	38	5	-----	7	24	17	8
Guilford.....	293	172	24	-----	135	92	188	130
Rural.....	196	172	24	-----	135	72	115	52
Greensboro.....	53	-----	-----	-----	-----	-----	39	51
High Point.....	35	-----	-----	-----	-----	15	31	26
Guilford College.....	4	-----	-----	-----	-----	-----	-----	-----
Gibsonville.....	5	-----	-----	-----	-----	5	3	1
Halifax.....	89	44	7	-----	4	46	49	27
Rural.....	51	44	7	-----	4	25	27	7
Scotland Neck.....	10	-----	-----	-----	-----	4	7	4
Weldon.....	9	-----	-----	-----	-----	9	6	52
Enfield.....	9	-----	-----	-----	-----	4	5	2
Roanoke Rapids.....	10	-----	-----	-----	-----	4	4	9
Harnett.....	104	61	31	-----	23	51	56	28
Rural.....	92	61	31	-----	23	44	50	18
Dunn.....	12	-----	-----	-----	-----	7	6	10

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number of Teachers Em- ployed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Ex- perience.	Number Having College Diploma.
Haywood.....	110	61	22	-----	12	29	41	23
Rural.....	83	61	22	-----	12	5	21	5
Waynesville.....	12	-----	-----	-----	-----	9	9	5
Canton.....	15	-----	-----	-----	-----	15	11	13
Henderson.....	84	42	30	-----	37	30	52	22
Rural.....	72	42	30	-----	37	20	42	14
Hendersonville.....	12	-----	-----	-----	-----	10	10	8
Hertford.....	42	33	9	-----	16	16	9	15
Hoke.....	35	26	8	1	22	16	12	5
Hyde.....	37	34	3	-----	20	21	18	6
Iredell.....	161	114	15	1	55	53	83	34
Rural.....	130	114	15	7	55	32	59	13
Mooreville.....	14	-----	-----	-----	-----	7	13	5
Statesville.....	17	-----	-----	-----	-----	14	11	16
Jackson.....	75	66	9	-----	48	69	31	5
Johnston.....	174	119	39	-----	64	79	89	28
Rural.....	158	119	39	-----	64	67	80	21
Selma.....	9	-----	-----	-----	-----	9	7	2
Smithfield.....	7	-----	-----	-----	-----	3	2	5
Jones.....	39	35	4	-----	15	20	21	8
Lee.....	57	26	14	-----	10	34	30	20
Rural.....	40	26	14	-----	10	20	19	7
Sanford.....	11	-----	-----	-----	-----	9	7	10
Jonesboro.....	6	-----	-----	-----	-----	5	4	3
Lenoir.....	86	56	-----	-----	7	46	36	21
Rural.....	56	56	-----	-----	7	28	18	2
Kinston.....	23	-----	-----	-----	-----	13	13	14
LaGrange.....	7	-----	-----	-----	-----	5	5	5
Lincoln.....	94	51	30	2	22	25	59	20
Rural.....	83	51	30	2	22	22	54	12
Lincolnton.....	11	-----	-----	-----	-----	3	5	8
Macon.....	78	46	26	6	36	21	40	9
Madison.....	101	69	32	-----	24	49	44	13
Martin.....	60	42	6	-----	12	34	33	16
Rural.....	48	42	6	-----	12	27	25	11
Williamston.....	6	-----	-----	-----	-----	3	4	2
Robersonville.....	6	-----	-----	-----	-----	4	4	3
McDowell.....	93	50	27	2	56	55	45	18
Rural.....	79	50	27	2	56	45	34	16
Marion.....	10	-----	-----	-----	-----	6	7	2
Old Fort.....	4	-----	-----	-----	-----	4	4	-----
Mecklenburg.....	223	120	10	-----	64	84	141	150
Rural.....	130	120	10	-----	64	68	70	68
Charlotte.....	93	-----	-----	-----	-----	16	71	82
Mitchell.....	60	39	21	-----	10	-----	23	2
Montgomery.....	72	51	16	-----	11	25	29	5
Rural.....	67	51	16	-----	11	23	27	4
Troy.....	5	-----	-----	-----	-----	2	2	1
Moore.....	98	75	9	-----	42	48	61	31
Rural.....	84	75	9	-----	42	38	49	20
Carthage.....	6	-----	-----	-----	-----	6	6	5
Southern Pines.....	4	-----	-----	-----	-----	2	2	2
Aberdeen.....	4	-----	-----	-----	-----	2	4	4

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number of Teachers Em- ployed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Ex- perience.	Number Having College Diploma.
Nash.....	113	59	24		43	61	55	24
Rural.....	83	59	24		43	53	38	16
Rocky Mount.....	30					8	17	8
New Hanover.....	81	19			19	43	63	47
Rural.....	19	19			19	14	10	2
Wilmington.....	62					29	53	45
Northampton.....	78	61	17		42	55	49	37
Onslow.....	70	56	14		30	30	33	10
Orange.....	77	57	14		14	44	34	13
Rural.....	71	57	14		14	43	28	10
Chapel Hill.....	6					1	6	3
Pamlico.....	47	46	1		25	30	13	9
Pasquotank.....	50	24	1			38	27	17
Rural.....	25	24	1			15	8	4
Elizabeth City.....	25					23	19	13
Pender.....	60	57	3		37	22	19	8
Perquimans.....	39	26	4		3	27	19	5
Rural.....	30	26	4		3	20	12	1
Hertford.....	9					7	3	4
Person.....	65	44	10			31	40	9
Rural.....	54	44	10			22	32	3
Roxboro.....	11					9	8	6
Pitt.....	155	129	4		47	93	64	58
Rural.....	133	129	4		47	75	47	41
Greenville.....	16					16	12	15
Ayden.....	6					2	5	2
Polk.....	37	22	15		2	9	17	1
Randolph.....	146	80	49		49	49	64	8
Rural.....	129	80	49		49	39	54	5
Asheboro.....	10					10	6	2
Randleman.....	7						4	1
Richmond.....	70	43	9		28	23	45	21
Rural.....	52	43	9		28	13	32	5
Rockingham.....	10					4	9	9
Hamlet.....	8					6	4	7
Robeson.....	142	113	13		92	70	69	39
Rural.....	126	113	13		92	64	53	27
Maxton.....	6					1	6	6
Lumberton.....	10					5	10	6
Rockingham.....	156	100	38		40	69	59	35
Rural.....	138	100	38		40	60	45	25
Reidsville.....	14					9	11	9
Rowan.....	186	98	53		32	50	73	50
Rural.....	151	98	53		32	29	49	27
Salisbury.....	25					16	18	19
Spencer.....	9					5	6	4
Rutherford.....	122	110	6		23	49	54	21
Rural.....	116	110	6		23	43	50	17
Rutherfordton.....	6					6	4	4
Sampson.....	144	103	30	1	65	65	55	17
Rural.....	134	103	30	1	65	61	49	13
Clinton.....	10					4	6	4

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—*Continued.*

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number of Teachers Em- ployed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Ex- perience.	Number Having College Di- ploma.
Scotland.....	45	34			12	11	9	7
Rural.....	34	34			12			
Laurinburg.....	11					11	9	7
Stanly.....	92	62	21		9	22	34	15
Rural.....	83	62	21		9	17	32	9
Albemarle.....	9					5	2	6
Stokes.....	96	59	32	5	11	23	32	6
Surry.....	136	76	42	3	29	63	61	12
Rural.....	121	76	42	3	29	50	51	7
Mt. Airy.....	15					13	10	5
Westfield.....	2						1	1
Swain.....	65	36	28	1	23	17	26	6
Transylvania.....	47	39	8		31	18	24	7
Tyrrell.....	20	2	18		4	11	5	1
Union.....	127	97	12		86	42	65	36
Rural.....	109	97	12		86	36	53	21
Monroe.....	18					6	12	15
Vance.....	59	38	1			11	24	11
Rural.....	39	38	1				13	3
Henderson.....	20					11	11	8
Wake.....	219	140	15	3	84	88	130	97
Rural.....	158	140	15	3	84	45	92	61
Raleigh.....	61					43	38	36
Warren.....	58	51	7		29	25	31	8
Washington.....	49	36			15	27	42	16
Rural.....	36	36			15	17	33	8
Roper.....	5					5	5	4
Plymouth.....	8					5	4	4
Watauga.....	77	59	18		6	49	20	
Wayne.....	135	79	12		33	79	75	41
Rural.....	91	79	12		33	48	46	16
Goldsboro.....	27					23	21	16
Mt. Olive.....	9						3	3
Fremont.....	8					8	5	6
Wilkes.....	169	101	59		42	67	81	21
Rural.....	159	101	58		42	60	72	13
N. Wilkesboro.....	10					7	9	8
Wilson.....	98	56	8		10	40	49	23
Rural.....	64	56	8		10	18	25	1
Wilson.....	22					19	17	15
Lucama.....	6						3	3
Elm City.....	6					3	4	4
Yadkin.....	81	55	26		14	40	30	4
Yancey.....	69	44	21	4	13	13	36	2
North Carolina.....	9,381	6,054	1,679	49	2,817	3,973	4,665	2,164
Rural.....	7,782	6,054	1,679	49	2,817	3,100	3,552	1,214
City.....	1,599					873	1,113	950

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS, 1912-1913.

This table shows the grade of scholarship of rural colored teachers employed during the year, as reported by the county superintendents, also something of the training and experience of all colored teachers, rural and city, and the number of teachers employed in local tax districts, not including those in city schools.

SUMMARY OF TABLE XVI AND COMPARISON WITH 1911-1912.

	Rural.	City.	North Carolina.
Total number colored teachers employed, 1912-'13.....	2,533	483	3,016
Total number colored teachers employed, 1911-'12.....	2,468	430	2,898
Increase.....	65	53	118
First grade, 1912-'13.....	829		829
First grade, 1911-'12.....	773		773
Increase.....	56		56
Second grade, 1912-'13.....	1,662		1,662
Second grade, 1911-'12.....	1,652		1,652
Increase.....	10		10
Third grade, 1912-'13.....	43		43
Third grade, 1911-'12.....	43		43
Increase.....			
Number having normal training, 1912-'13.....	1,299	294	1,593
Number having normal training, 1911-'12.....	1,212	246	1,458
Increase.....	87	48	135
Number having four years' experience, 1912-'13.....	1,569	325	1,894
Number having four years' experience, 1911-'12.....	1,547	285	1,832
Increase.....	22	40	62
Number having college diploma, 1912-'13.....	284	163	447
Number having college diploma, 1911-'12.....	307	153	460
Increase.....	*23	10	*13
Number teachers employed in local tax districts.....	511		511

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Alamance.....	31	12	11		3	15	20	7
Rural.....	23	12	11		3	13	15	6
Burlington.....	2						1	
Graham.....	2						2	
Haw River.....								
Mebane.....	4					2	2	1
Alexander.....	9		9		2		5	
Alleghany.....	3	1	2					
Anson.....	49	7	38		9	12	26	6
Rural.....	45	7	38		9	12	24	4
Wadesboro.....	4						2	2
Ashe.....	10	1	9					
Avery.....	2	2						

*Decrease.

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Beaufort.....	49	14	22	1	10	39	31	11
Rural.....	37	14	22	1	10	32	23	4
Washington.....	9					4	7	6
Belhaven.....	3					3	1	1
Bertie.....	58	24	34		8	49	27	2
Rural.....	58	24	34		8	49	27	2
Windsor.....								
Aulander.....								
Bladen.....	48	11	37		2		19	
Brunswick.....	28	17	11			21	21	
Buncombe.....	36	9	7		7	30	24	2
Rural.....	16	9	7		7	12	8	2
Asheville.....	20					18	16	
Burke.....	13	2	8			3	9	2
Rural.....	10	2	8			2	6	2
Morganton.....	3					1	3	
Cabarrus.....	29	2	21		5	21	18	11
Rural.....	23	2	21		5	15	12	5
Concord.....	6					6	6	6
Caldwell.....	17	2	12			10	14	6
Rural.....	14	2	12			8	12	3
Lenoir.....	3					2	2	3
Granite.....								
Rhodhiss.....								
Camden.....	12	7	5		7	12	5	1
Carteret.....	8	1	5			4	2	1
Rural.....	6	1	5			2		
Morehead City.....	2					2	2	1
Caswell.....	34	17	15		6	5	26	3
Rural.....	32	17	15		6	5	25	3
Pelham.....	2						1	
Catawba.....	21	11	4	1		8	14	6
Rural.....	16	11	4	1		7	12	2
Hickory.....	3						1	2
Newton.....	2					1	1	2
Chatham.....	37	13	24			22	20	9
Cherokee.....	1						1	
Rural.....								
Andrews.....	1						1	
Murphy.....								
Chowan.....	24	11	12		4	21	21	3
Rural.....	23	11	12		4	21	21	3
Edenton.....	1							
Clay.....	1		1					
Cleveland.....	30	6	14	7		10	16	6
Rural.....	27	6	14	7		7	13	5
Shelby.....	3					3	3	1
Kings Mountain.....	1							
Columbus.....	40	15	25		6	18	23	3
Craven.....	46	6	31		10	25	40	5
Rural.....	37	6	31		10	16	31	2
New Bern.....	9					9	9	3

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diplomas.
Cumberland.....	59		47		34	10	40	7
Rural.....	47		47		31		29	2
Fayetteville.....	12					10	11	5
Hope Mills.....								
Currituck.....	16	7	9		9	16	9	1
Dare.....	3	3			3	1	1	
Davidson.....	21	6	9			13	15	3
Rural.....	15	6	9			9	11	1
Lexington.....	3					2	2	1
Thomasville.....	3					2	2	1
Davie.....	14	4	8			5	10	
Rural.....	12	4	8			5	8	
Mocksville.....	2						2	
Duplin.....	44	32	12			2	34	1
Durham.....	60	1	20		10	39	34	8
Rural.....	21	1	20		10	15	15	6
Durham.....	39					24	19	2
Edgecombe.....	44	14	21			30	35	5
Rural.....	35	14	21			27	28	3
Tarboro.....	9					3	7	2
Forsyth.....	54	11	18			43	44	5
Rural.....	29	11	18			19	25	2
Winston.....	23					22	19	2
Kernersville.....	2					2		1
Franklin.....	48	18	23		13	28	37	2
Rural.....	41	18	23		13	23	31	
Franklinton.....	2					2	2	1
Louisburg.....	3					2	2	
Youngsville.....	2					1	2	1
Gaston.....	37	4	29		9	17	22	13
Rural.....	33	4	29		9	15	20	10
Gastonia.....	4					2	2	3
Gates.....	25	12	13		11	23	14	3
Graham.....								
Granville.....	49	19	26		15	11	16	
Rural.....	45	19	26		15	7	14	
Oxford.....	5					4	2	
Greene.....	20	5	15		6	14	12	2
Guilford.....	66	17	23		24	20	48	34
Rural.....	40	17	23		24	12	32	12
Greensboro.....	12						10	12
High Point.....	13					7	6	9
Guilford College.....								
Gibsonville.....	1					1		1
Halifax.....	72	18	44			48	52	6
Rural.....	62	18	44			43	45	3
Scotland Neck.....	3						3	
Weldon.....	3					3	3	
Enfield.....	3					2	1	3
Roanoke Rapids.....	1							

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Harnett.....	35	4	29		2	5	21	1
Rural.....	33	4	29		2	3	19	
Dunn.....	2					2	2	1
Haywood.....	5	1				2	3	1
Rural.....	1	1						
Waynesville.....	3					1	2	
Canton.....	1					1	1	1
Henderson.....	12	5	4		2	1	9	2
Rural.....	9	5	4		2		7	2
Hendersonville.....	3					1	2	
Hertford.....	38	27	8	3		7	22	3
Hoke.....	26	4	22		1	20	14	
Hyde.....	20	12	8			16	18	
Iredell.....	39	16	16			15	30	11
Rural.....	32	16	16			9	23	5
Mooreville.....	3					3	3	3
Statesville.....	4					3	4	3
Jackson.....	3	2	1		3	2	3	
Johnston.....	44	13	24		5	26	33	5
Rural.....	37	13	24		5	19	32	2
Selma.....	3					3	1	3
Smithfield.....	4					4		
Jones.....	24	3	20	1	8	11	11	2
Lee.....	19	12	7		4	17	12	8
Rural.....	19	12	7		4	17	12	8
Sanford.....								
Jonesboro.....								
Lenoir.....	32	3	21			5	13	2
Rural.....	24	3	21				6	
Kinston.....	7					4	6	2
LaGrange.....	1					1	1	1
Lincoln.....	14	5	4	2		2	12	3
Rural.....	11	5	4	2		2	9	3
Lincolnton.....	3						3	
Macon.....	4		4					
Madison.....	4		4				4	
Martin.....	34	14	15		4	22	20	5
Rural.....	29	14	15		4	17	18	
Williamston.....	4					4	1	4
Robersonville.....	1					1	1	1
McDowell.....	13	11	2			3	9	5
Rural.....	13	11	2			3	9	5
Marion.....								
Old Fort.....								
Mecklenburg.....	90	7	53			44	58	34
Rural.....	60	7	53			20	37	18
Charlotte.....	30					24	21	16
Mitchell.....	2		2				2	
Montgomery.....	27	12	12			17	16	4
Rural.....	24	12	12			17	15	4
Troy.....	3						1	

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Moore.....	25	2	22	1	11	21	23	7
Rural.....	25	2	22	1	11	21	23	7
Carthage.....								
Southern Pines.....								
Aberdeen.....								
Nash.....	44	7	30			37	33	6
Rural.....	37	7	30			33	27	3
Rocky Mount.....	7					4	6	3
New Hanover.....	38	14				35	35	14
Rural.....	14	14				14	12	1
Wilmington.....	24					21	23	13
Northampton.....	53	7	42	4	28	13	30	4
Onslow.....	23	12	11		8	14	15	2
Orange.....	26	2	21	3	6	25	21	8
Rural.....	26	2	21	3	6	25	21	8
Chapel Hill.....								
Pamlico.....	18	2	16		13	11	9	4
Pasquotank.....	48	10	4			21	18	
Rural.....	14	10	4			13	12	
Elizabeth City.....	9					8	6	
Pender.....	40	13	25	2	22	5	15	1
Perquimans.....	28	15	9			20	20	2
Rural.....	24	15	9			19	17	1
Hertford.....	4					1	3	1
Person.....	35		32			18	22	3
Rural.....	32		32			15	20	1
Roxboro.....	3					3	2	2
Pitt.....	56	11	40		12	22	28	1
Rural.....	51	11	40		12	18	25	
Greenville.....	5					4	3	1
Polk.....	10	5	5			9	6	3
Randolph.....	25	9	13			20	17	6
Rural.....	22	9	13			17	14	5
Asheboro.....	3					3	3	1
Randleman.....								
Richmond.....	29	8	16		8	3	18	3
Rural.....	24	8	16		8	2	16	1
Rockingham.....	3					1	2	2
Hamlet.....	2							
Robeson.....	102	42	51	6	13	84	73	14
Rural.....	109	42	51	6	13	84	70	14
Maxton.....	3						3	
Lumberton.....	*							
Rockingham.....	56	15	31		15	17	27	9
Rural.....	46	15	31		15	10	20	2
Reidsville.....	8					7	7	7
Rowan.....	47	12	29		6	31	35	17
Rural.....	41	12	29		6	28	29	13
Salisbury.....	6					3	6	4
Spencer.....								

*Building schoolhouse.

†30 Indian.

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local Tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Rutherford.....	24	3	21			21	23	2
Rural.....	24	3	21			21	23	2
Rutherfordton.....								
Sampson.....	54	13	36	1	22	24	30	3
Rural.....	50	13	36	1	22	22	27	2
Clinton.....	4					2	3	1
Scotland.....	37	8	18		10	8	8	3
Rural.....	26	8	18		10			
Laurinburg.....	11					8	8	3
Stanly.....	11	2	9			2	5	1
Rural.....	11	2	9			2	5	1
Albemarle.....								
Stokes.....	12	5	7		1	6	10	
Surry.....	18	3	13		2	12	10	5
Rural.....	16	3	13		2	10	8	3
Mt. Airy.....	2					2	2	2
Westfield.....	1							
Swain.....	2	1	1		1	2	2	1
Transylvania.....	3	1	2		3	2	2	1
Tyrrell.....	9		9			1	2	
Union.....	45	14	24	3	1	32	27	5
Rural.....	41	14	24	3	1	32	25	4
Monroe.....	4						2	1
Vance.....	35	6	20			4	23	3
Rural.....	26	6	20				15	
Henderson.....	9					4	8	3
Wake.....	111	4	69	7	35	76	53	22
Rural.....	80	4	69	7	35	76	53	22
Raleigh.....	31							
Warren.....	50	34	16		20	43	36	15
Washington.....	25	9	9		6	10	25	
Rural.....	18	9	9		6	6	18	
Roper.....	2					2	2	
Plymouth.....	5					2	5	
Watauga.....	2		2					
Wayne.....	64	13	30	1	7	51	51	10
Rural.....	44	13	30	1	7	39	37	6
Goldsboro.....	14					10	10	1
Mt. Olive.....	4						2	1
Fremont.....	2					2	2	2
Wilkes.....	26	3	21		19	13	14	
Rural.....	24	3	21		19	12	12	
North Wilkesboro.....	2						2	
Wilson.....	45	10	18			18	12	12
Rural.....	28	10	18			4		3
Wilson.....	13					12	10	9
Leama.....	2					1	1	
Elm City.....	2					1		
Yadkin.....	9	1	8			2	2	
Yancey.....	2		2				1	
North Carolina.....	3,014	829	1,662	43	511	1,593	1,894	447
Rural.....	2,534	829	1,662	43	511	1,299	1,569	284
City.....	480					294	325	163

G. FURNITURE OF RURAL SCHOOLHOUSES AND NEW HOUSES BUILT.

TABLE XVII. FURNITURE OF RURAL SCHOOLHOUSES, 1912-1913.

The following table gives the number of rural schoolhouses furnished with patent desks, the number furnished with home-made desks, and the number furnished with benches, by races.

SUMMARY OF TABLE XVII.

	White	Colored	North Carolina.
Number of rural schoolhouses.....	5,304	2,211	7,515
Furnished with patent desks.....	2,829	381	3,210
Furnished with home-made desks.....	2,012	1,205	3,217
Furnished with benches.....	463	625	1,088
Percentage furnished with patent desks.....	53.3	17.2	42.7
Percentage furnished with home-made desks.....	38.1	54.5	42.8
Percentage furnished with benches.....	8.6	28.3	14.5

	White.				Colored.			
	Number Houses.	Furnished With Patent Desks.	Furnished With Home- made Desks.	Furnished With Benches.	Number Houses.	Furnished With Patent Desks.	Furnished With Home- made Desks.	Furnished With Benches.
Alamance.....	54	46	8	-----	26	9	15	2
Alexander.....	50	20	30	-----	6	2	-----	4
Alleghany.....	38	16	22	-----	3	-----	1	2
Anson.....	45	34	6	5	41	-----	3	38
Ashe.....	100	8	49	43	10	-----	-----	10
Avery.....	45	3	10	32	2	-----	-----	2
Beaufort.....	73	45	28	-----	34	2	22	10
Bertie.....	62	8	43	11	51	-----	24	27
Bladen.....	67	34	31	2	49	3	46	-----
Brunswick.....	39	7	26	6	27	-----	8	19
Buncombe.....	93	68	20	5	13	3	7	3
Burke.....	54	2	48	4	10	-----	8	2
Cabarrus.....	45	4	41	-----	19	-----	19	-----
Caldwell.....	65	29	30	6	13	12	1	-----
Camden.....	18	9	9	-----	12	-----	12	-----
Carteret.....	41	35	2	4	6	-----	2	4
Caswell.....	41	34	2	5	34	2	7	25
Catawba.....	76	17	59	-----	15	-----	15	-----
Chatham.....	72	25	47	-----	36	23	13	-----
Cherokee.....	51	11	8	32	-----	-----	-----	-----
Chowan.....	18	16	2	-----	15	3	5	7
Clay.....	15	4	1	10	1	-----	-----	1
Cleveland.....	73	49	24	-----	20	-----	9	11
Columbus.....	89	70	10	9	33	5	11	17
Craven.....	45	33	10	2	32	2	18	12
Cumberland.....	60	57	3	-----	46	-----	9	37

FURNITURE OF HOUSES, 1912-1913

TABLE XVII. FURNITURE OF RURAL SCHOOLHOUSES—Continued.

	White.				Colored.			
	Number Houses.	Furnished With Patent Desks.	Furnished With Home- made Desks.	Furnished With Benches.	Number Houses.	Furnished With Patent Desks.	Furnished With Home- made Desks.	Furnished With Benches.
Currituck.....	31	21	10	-----	14	1	8	5
Dare.....	17	3	14	-----	1	-----	1	-----
Davidson.....	92	24	66	2	16	1	7	8
Davie.....	36	13	19	4	9	-----	5	4
Duplin.....	77	43	34	-----	37	6	31	-----
Durham.....	30	30	-----	-----	19	15	3	1
Edgecombe.....	39	39	-----	-----	35	20	15	-----
Forsyth.....	83	80	3	-----	22	12	10	-----
Franklin.....	38	32	6	-----	36	1	31	4
Gaston.....	63	54	9	-----	28	3	7	18
Gates.....	33	24	9	-----	21	9	12	-----
Graham.....	23	1	2	20	-----	-----	-----	-----
Granville.....	54	38	16	-----	42	1	41	-----
Greene.....	32	23	9	-----	19	-----	19	-----
Guilford.....	85	83	2	-----	29	20	9	-----
Halifax.....	38	31	5	2	47	25	22	-----
Harnett.....	64	40	24	-----	30	-----	30	-----
Haywood.....	52	26	20	6	1	1	-----	-----
Henderson.....	52	23	17	12	8	1	-----	7
Hertford.....	34	18	15	1	30	2	26	2
Hoke.....	21	21	-----	-----	21	-----	14	7
Hyde.....	27	9	14	4	19	-----	4	15
Iredell.....	89	65	22	2	31	1	22	8
Jackson.....	44	16	5	23	3	-----	-----	3
Johnston.....	104	46	58	-----	33	5	17	11
Jones.....	30	23	7	-----	20	4	14	2
Lee.....	28	21	7	-----	14	1	13	-----
Lenoir.....	44	41	3	-----	24	3	21	-----
Lincoln.....	58	30	28	-----	12	-----	6	6
Macon.....	58	11	27	20	4	-----	1	3
Madison.....	70	17	22	31	4	-----	-----	4
Martin.....	43	8	35	-----	26	-----	26	-----
McDowell.....	52	20	32	-----	9	-----	5	4
Mecklenburg.....	72	56	16	-----	57	1	44	12
Mitchell.....	33	1	18	14	2	-----	-----	2
Montgomery.....	57	14	40	3	17	1	1	15
Moore.....	67	18	49	-----	24	19	5	-----
Nash.....	48	48	-----	-----	35	21	12	2
New Hanover.....	15	15	-----	-----	12	12	-----	-----
Northampton.....	41	20	16	5	42	4	18	20
Onslow.....	54	31	23	-----	19	7	12	-----
Orange.....	47	30	17	-----	23	1	11	11
Pamlico.....	23	14	9	-----	10	2	8	-----
Pasquotank.....	22	22	-----	-----	15	2	13	-----
Pender.....	42	15	27	-----	36	-----	26	10
Perquimans.....	26	3	23	-----	19	-----	18	1
Person.....	46	46	-----	-----	30	-----	30	-----
Pitt.....	80	20	60	-----	51	2	49	-----
Polk.....	31	4	9	18	7	-----	-----	7
Randolph.....	99	42	57	-----	19	2	17	-----
Richmond.....	36	33	3	-----	25	-----	2	23

TABLE XVII. FURNITURE OF RURAL SCHOOL HOUSES—Continued.

	White.				Colored.			
	Number Houses.	Furnished With Patent Desks.	Furnished With Home- made Desks.	Furnished With Benches.	Number Houses.	Furnished With Patent Desks.	Furnished With Home- made Desks.	Furnished With Benches.
Robeson.....	73	56	17	-----	80	16	46	18
Rockingham.....	72	71	1	-----	33	26	7	-----
Rowan.....	83	49	34	-----	33	7	12	14
Rutherford.....	79	62	17	-----	24	3	13	8
Sampson.....	84	51	33	-----	48	10	38	-----
Scotland.....	25	25	-----	-----	23	22	1	-----
Stanly.....	60	10	48	2	6	-----	1	5
Stokes.....	68	51	15	2	10	-----	-----	10
Surry.....	90	37	20	33	12	-----	5	7
Swain.....	46	14	18	14	1	-----	-----	1
Transylvania.....	29	15	3	11	2	2	-----	-----
Tyrrell.....	21	4	17	-----	9	-----	9	-----
Union.....	87	33	47	7	38	-----	5	33
Vance.....	30	22	1	7	20	-----	12	8
Wake.....	76	76	-----	-----	60	10	35	15
Warren.....	39	23	11	5	40	1	12	27
Washington.....	28	3	25	-----	18	-----	13	5
Watauga.....	65	2	63	-----	2	-----	-----	2
Wayne.....	64	59	5	-----	39	7	28	4
Wilkes.....	129	23	94	12	19	1	10	8
Wilson.....	48	39	8	1	25	4	16	5
Yadkin.....	60	9	51	-----	6	-----	1	5
Yancey.....	39	5	8	26	2	-----	-----	2
Total.....	5,304	2,829	2,012	463	2,211	381	1,205	625

TABLE XVIII. NEW RURAL SCHOOLHOUSES BUILT AND THEIR COST, AND THE AMOUNT EXPENDED FOR REPAIRS, 1912-1913.

This table shows the number of new rural schoolhouses built during the year, by races, and their cost, and also the cost of repairs on old houses.

SUMMARY OF TABLE XVIII AND COMPARISON WITH 1911-1912.

			White.	Colored.	North Carolina.
Total new schoolhouses built, 1912-'13.....			315	89	404
Total new schoolhouses built, 1911-'12.....			278	75	353
Total for two years.....			593	164	757
Total cost of new schoolhouses built, 1912-'13.....					\$339,523.28
Total cost of new schoolhouses built, 1911-'12.....					299,921.12
Increase.....					39,602.16
Average cost of new rural schoolhouses built, 1912-'13.....					840.45
Average cost of new rural schoolhouses built, 1911-'12.....					849.63
Increase.....					9.18
Number houses repaired.....					929
Total cost of repairs.....					53,669.88

	Number New Houses, White.	Number New Houses, Colored.	Total Number New Houses Built.	Total Cost New Houses.	Total Number Old Houses Repaired.	Total Cost of Repairs, Old Houses.
Alamance.....	3	3	6	\$14,980.00	16	\$ 1,680.00
Alexander.....	3		3	1,000.00	12	1,181.00
Alleghany.....	1		1	624.65	8	89.82
Anson.....	5	2	7	2,875.00	9	1,125.92
Ashe.....	3		3	1,700.00	4	100.00
Avery.....	4		4	1,190.00	1	50.00
Beaufort.....	4	1	5	2,525.00	31	863.91
Bertie.....	1		1	300.00	2	75.00
Bladen.....	10	2	12	3,517.75		
Brunswick.....	4		4	2,250.00		
Buncombe.....	5		5	10,363.00	4	1,611.80
Burke.....	4		4	900.00	3	25.00
Cabarrus.....	5	1	6	2,491.73		
Caldwell.....	6		6	5,107.00	26	853.00
Camden.....	1		1	1,200.00	2	412.00
Carteret.....	1		1	300.00	15	464.00
Caswell.....	2	3	5	980.00	12	290.95
Catawba.....	5		5	2,700.00		
Chatham.....	3	2	5	1,560.00	24	246.00
Cherokee.....	3		3	1,540.00	2	62.55
Chowan.....	3		3	4,655.24		
Clay.....	1		1	900.00		
Cleveland.....	1		1	650.00		
Columbus.....	8	2	10	8,250.00	6	
Craven.....	2	1	3	948.00	25	2,069.21
Cumberland.....	4	4	8	4,100.00	7	348.00
Currituck.....	1		1	908.30	7	458.36
Dare.....	2		2	920.00	4	622.00
Davidson.....	5	1	6	4,463.65	5	250.00
Davie.....	3		3	1,575.00	7	500.00
Duplin.....	5	5	10	2,633.74		
Durham.....	1		1	11,500.00		

TABLE XVIII. NEW RURAL SCHOOLHOUSES BUILT—*Continued.*

	Number New Houses, White.	Number New Houses, Colored.	Total Number New Houses Built.	Total Cost New Houses.	Total Number Old Houses Repaired.	Total Cost of Repairs, Old Houses.
Edgecombe.....	2		2	\$ 1,450.00	32	\$ 400.65
Forsyth.....	6		6	5,048.04	47	3,067.85
Franklin.....	1	1	2	1,300.00		
Gaston.....	4	1	5	4,530.00	3	295.00
Gates.....	3		3	7,125.29	3	115.00
Graham.....	2		2	716.00	8	182.00
Granville.....	3	1	4	3,300.00		
Greene.....	1		1	537.50		
Guilford.....	2	1	3	3,600.00	3	3,100.00
Halifax.....	1		1	1,102.00	19	179.96
Harnett.....	2	1	3	1,573.00	5	297.81
Haywood.....					8	291.88
Henderson.....	3		3	1,697.16	5	142.19
Hertford.....	3	2	5	3,700.00	1	78.00
Hoke.....	2		2	825.00	7	2,460.10
Hyde.....	1	1	2	1,107.66	23	893.63
Iredell.....	4	5	9	4,650.00	3	218.00
Jackson.....					5	720.80
Johnston.....	11	1	12	6,672.00	31	723.00
Jones.....	2	1	3	950.00	11	279.14
Lee.....	4		4	1,652.90	5	227.50
Lenoir.....	2	2	4	1,664.28	2	
Lincoln.....	3	1	4	2,157.00		
Macon.....	1		1	300.00	7	80.80
Madison.....	5		5	10,975.00	6	195.00
Martin.....	1		1	2,200.00	1	151.37
McDowell.....	3		3	1,500.00	2	46.42
Mecklenburg.....	6	3	9	5,375.00	14	668.20
Mitchell.....	3		3	1,100.00	1	50.00
Montgomery.....	1		1	388.42	16	176.73
Moore.....	4	2	6	5,354.00	12	268.60
Nash.....	5	2	7	5,504.00	8	2,890.90
New Hanover.....	2	1	3	1,600.00	3	134.44
Northampton.....	1	2	3	4,300.00	3	750.00
Onslow.....	4	4	8	5,765.37	16	592.06
Orange.....	1	1	2	3,690.00	4	587.00
Pamlico.....					13	793.16
Pasquotank.....	1		1	16,050.20	3	324.32
Pender.....	4	1	5	6,200.00	18	360.00
Perquimans.....	2	2	4	1,800.00		
Person.....		3	3	400.00	55	1,069.60
Pitt.....	4		4	3,500.00	2	75.00
Polk.....	2		2	678.00	3	149.60
Randolph.....	5		5	2,400.00	1	250.00
Richmond.....	3	3	6	3,400.00	4	105.24
Robeson.....	3	1	4	12,130.00	35	3,581.93
Rockingham.....	5	3	8	6,000.00	3	100.00
Rowan.....	4	1	5	1,696.75	20	259.73
Rutherford.....	5	1	6	1,710.00	8	291.00
Sampson.....	9	4	13	25,216.00		
Scotland.....	1	1	2	1,000.00	19	2,148.02
Stanly.....	5		5	14,425.00	10	106.29
Stokes.....	4		4	1,125.00	5	207.04
Surry.....	6		6	2,545.00	1	58.75

NEW HOUSES, 1912-1913

TABLE XVIII. NEW RURAL SCHOOLHOUSES BUILT—*Continued.*

	Number New Houses, White.	Number New Houses, Colored.	Total Number New Houses Built.	Total Cost New Houses.	Total Number Old Houses Repaired.	Total Cost of Repairs, Old Houses.
Swain.....	4	-----	4	\$ 3,316.08	13	\$ 902.61
Transylvania.....	1	-----	1	624.00	4	1,654.39
Tyrrell.....	1	-----	1	525.00	4	164.43
Union.....	6	-----	6	5,100.00	35	2,266.00
Vance.....	1	1	2	2,997.19	-----	-----
Wake.....	-----	1	1	1,351.95	-----	-----
Warren.....	4	4	8	2,847.00	24	725.90
Washington.....	2	1	3	3,700.00	4	90.00
Watauga.....	6	-----	6	2,335.00	7	1,757.94
Wayne.....	3	1	4	1,971.13	24	1,276.07
Wilkes.....	10	1	11	4,872.00	11	203.45
Wilson.....	4	-----	4	2,500.00	38	881.27
Yadkin.....	-----	-----	-----	-----	3	60.00
Yancey.....	2	-----	2	1,000.00	16	165.59
Total.....	315	89	404	339,523.28	929	53,669.88

TABLE XIX. RECORD OF DISTRIBUTION OF \$125,000 PER CAPITA APPROPRIATION FOR 1912-1913.

Counties.	Population.	Amount.
Alamance.....	9,229	\$ 1,498.23
Alexander.....	4,263	692.06
Alleghany.....	3,050	495.14
Anson.....	8,495	1,379.08
Ashe.....	7,359	1,194.66
Avery.....	4,093	664.46
Beaufort.....	9,655	1,567.39
Bertie.....	8,168	1,326.00
Bladen.....	6,973	1,130.37
Brunswick.....	4,759	772.58
Buncombe.....	17,571	2,852.48
Burke.....	6,972	1,131.84
Cabarrus.....	8,737	1,418.36
Caldwell.....	6,955	1,129.08
Camden.....	2,062	334.75
Carters.....	4,449	722.25
Caswell.....	4,874	791.25
Catawba.....	10,513	1,706.68
Chatham.....	8,001	1,299.05
Cherokee.....	5,067	822.58
Chowan.....	3,530	573.07
Clay.....	1,253	203.64
Cleveland.....	10,693	1,735.90
Columbus.....	9,474	1,538.01
Craven.....	7,630	1,238.65
Cumberland.....	11,068	1,796.78
Currituck.....	2,794	453.58
Dare.....	1,670	271.33
Davidson.....	10,159	1,649.21
Davie.....	4,642	753.59
Duplin.....	8,184	1,328.59
Durham.....	11,816	1,918.21
Edgecombe.....	10,420	1,691.58
Forsyth.....	17,195	2,791.44
Franklin.....	8,763	1,422.59
Gaston.....	12,884	2,091.59
Gates.....	4,015	651.80
Graham.....	1,607	261.10
Granville.....	8,718	1,415.28
Greene.....	4,641	753.42
Guilford.....	20,891	3,391.45
Halifax.....	12,673	2,057.33
Harnett.....	7,781	1,263.17
Haywood.....	7,400	1,201.32
Henderson.....	5,745	932.64
Hertford.....	5,081	824.85
Hoke.....	3,591	582.96
Hyde.....	3,062	497.09
Iredell.....	11,820	1,918.86
Jackson.....	4,343	705.05
Johnston.....	14,652	2,378.60
Jones.....	3,078	499.69
Lenoir.....	7,255	1,177.78
Lee.....	4,128	670.14
Lincoln.....	6,290	1,021.12
Macon.....	4,346	705.53
Madison.....	7,744	1,257.16

TABLE XIX. RECORD OF DISTRIBUTION—Continued.

Counties.	Population.	Amount.
Martin.....	5,987	\$ 971.93
McDowell.....	5,764	935.73
Mecklenburg.....	22,221	3,607.35
Mitchell.....	3,790	615.27
Montgomery.....	5,327	864.79
Moore.....	6,727	1,092.06
Nash.....	11,799	1,914.45
New Hanover.....	8,179	1,327.77
Northampton.....	7,278	1,181.51
Onslow.....	4,934	800.99
Orange.....	5,114	830.21
Pamlico.....	3,443	558.94
Pasquotank.....	5,495	892.06
Pender.....	5,239	850.50
Perquimans.....	3,671	595.95
Person.....	5,859	951.15
Pitt.....	13,239	2,149.22
Polk.....	2,636	427.93
Randolph.....	9,132	1,482.49
Richmond.....	6,987	1,134.27
Robeson.....	15,199	2,467.41
Rockingham.....	12,131	1,969.35
Rowan.....	12,361	2,006.68
Rutherford.....	9,740	1,581.19
Sampson.....	9,873	1,602.78
Scotland.....	4,568	741.57
Stanly.....	7,511	1,219.34
Stokes.....	7,314	1,187.35
Surry.....	9,509	1,543.69
Swain.....	3,565	578.75
Transylvania.....	2,600	422.09
Tyrrell.....	1,637	265.97
Union.....	11,450	1,858.79
Vance.....	6,878	1,116.57
Wake.....	21,426	3,478.30
Warren.....	7,099	1,152.45
Washington.....	4,893	794.33
Watauga.....	5,086	825.67
Wayne.....	11,869	1,926.81
Wilkes.....	11,509	1,868.37
Wilson.....	11,162	1,812.04
Yadkin.....	5,109	829.40
Yancey.....	5,015	814.14
Teacher training.....		1,200.00
Total.....	766,389	125,000.00

TABLE XX. ANNUAL APPROPRIATION TO EQUALIZE SCHOOL TERMS, 1912-13.

The following is the record of the apportionment of the annual State appropriation of \$10,000 to equalize school terms in accordance with section 4099, Revisal of 1905.

	Amount Apportioned.
Alexander.....	\$ 3,714.57
Alleghany.....	3,364.65
Anson.....	1,351.19
Ashe.....	4,523.13
Avery.....	2,384.10
Bladen.....	2,500.27
Brunswick.....	131.38
Burke.....	1,252.28
Caldwell.....	3,706.44
Camden.....	1,145.56
Carteret.....	1,448.88
Caswell.....	2,243.51
Catawba.....	1,670.63
Chatham.....	995.07
Cherokee.....	1,173.86
Chowan.....	144.74
Clay.....	308.31
Cleveland.....	1,477.72
Columbus.....	433.42
Currituck.....	1,640.06
Dare.....	1,363.77
Davidson.....	551.17
Davie.....	1,434.02
Franklin.....	4,558.72
Gates.....	594.17
Graham.....	784.61
Granville.....	1,136.17
Greene.....	179.34
Harnett.....	1,026.80
Henderson.....	1,028.06
Hyde.....	2,456.45
Jackson.....	3,652.23
Jones.....	1,110.92
Lee.....	303.35
Lincoln.....	1,512.32
Macon.....	1,125.00
Madison.....	2,112.81
McDowell.....	1,134.98
Mitchell.....	2,230.25
Montgomery.....	477.34
Northampton.....	354.50
Onslow.....	2,007.74
Orange.....	1,032.00
Pamlico.....	3,635.43
Pender.....	1,485.45
Person.....	653.68
Polk.....	245.29
Randolph.....	732.16
Rutherford.....	747.19
Sampson.....	1,701.16

APPORTIONMENT OF \$100,000, 1912-1913

TABLE XX. APPROPRIATION TO EQUALIZE SCHOOL TERMS—*Continued.*

	Amount Apportioned.
Stokes.....	\$ 2,145.20
Transylvania.....	1,544.92
Tyrrell.....	671.47
Warren.....	88.35
Watauga.....	1,798.68
Wilkes.....	4,501.15
Yadkin.....	3,670.20
Yancey.....	2,529.33
Rural libraries.....	6,014.55
Total.....	100,000.00

A. RECEIPTS FOR SCHOOLS.

TABLE I. SCHOOL FUNDS AND SOURCES, 1913-1914.

This table shows the total school fund of each county and of each separate town or city school system for the scholastic year 1913-1914 and the sources of the same.

SUMMARY OF TABLE I AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Balance from 1912-'13.....	\$ 277,333.03	\$ 158,200.96	\$ 435,533.99
Local tax, 1913-'14.....	544,582.48	823,366.17	1,367,948.65
Local tax, 1912-'13.....	499,169.41	746,907.00	1,246,076.41
Increase.....	45,413.07	76,459.17	121,872.24
Percentage of increase.....	9	10.5	9.8
Loans, bonds, etc., 1913-'14.....	289,251.83	578,858.18	868,110.01
Loans, bonds, etc., 1912-'13.....	100,002.00	350,970.73	450,972.73
Increase.....	189,249.83	227,887.45	417,137.28
County fund, 1913-'14.....	2,146,010.05	492,820.81	2,638,830.86
County fund, 1912-'13.....	1,940,691.96	408,975.06	2,349,667.02
Increase.....	205,318.09	83,845.75	289,163.84
Special State appropriations, elementary schools.....	628,783.03	-----	628,783.03
Special State appropriations, public high schools.....	86,375.00	-----	86,375.00
Private donations, State appropriations, etc., for libraries, 1913-'14.....	40,153.46	53,867.74	94,021.20
Private donations, State appropriations, etc., for libraries, 1912-'13.....	38,313.27	29,768.43	68,081.70
Increase.....	1,840.19	24,099.31	25,939.50
Total available school fund, 1913-'14.....	4,012,488.86	2,107,113.86	6,119,602.72
Total available school fund, 1912-'13.....	3,155,450.82	1,654,666.67	4,810,117.49
Increase.....	857,038.04	452,447.19	1,309,485.23
Percentage of increase.....	27	27	27
Private donations (not included in above), 1913-'14†.....	84,849.39	-----	84,849.39
Private donations (not included in above), 1912-'13.....	67,775.22	-----	67,775.22
Increase.....	17,074.72	-----	17,074.17

†See supplement to Table I.

SCHOOL FUND, 1913-1914

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance.	County Fund, 20 Cents, Taxes.	Local Taxes.	From State, \$250,000 Per Capita Appropriation.	From State, Equalizing Fund.	From State for High Schools.	Bonds, Loan Fund, Borrowed Money, etc.	Libraries, Private Donations, Tuitions, etc.	Total Funds.
Alamance.....	\$*4,959.50	\$ 34,096.73	\$ 24,273.04	\$ 4,443.08	\$-----	\$ 750.00	\$-----	\$1,439.22	\$ 60,042.57
Rural.....	*5,480.97	24,174.74	6,980.65	4,443.08	-----	750.00	-----	807.02	31,674.52
Burlington.....	6.10	4,879.44	9,422.00	-----	-----	-----	-----	371.05	14,678.59
Graham.....	82.75	2,165.00	4,423.38	-----	-----	-----	-----	162.73	6,833.86
Haw River.....	6.06	1,280.50	1,550.00	-----	-----	-----	-----	39.25	2,875.81
Mebane.....	426.56	1,597.05	1,897.01	-----	-----	-----	-----	59.17	3,979.79
Alexander.....	3,972.58	13,226.07	1,825.99	1,373.96	6,186.56	-----	580.00	110.00	27,275.16
Alleghany.....	713.52	6,574.79	425.39	960.58	3,734.10	500.00	-----	540.00	13,448.38
Anson.....	5,155.09	23,220.00	14,097.50	2,839.78	4,683.20	1,000.00	800.00	338.52	52,134.09
Rural.....	5,044.27	19,366.00	9,048.95	2,839.78	4,683.20	1,000.00	800.00	337.76	43,119.96
Wadesboro.....	110.82	3,854.00	5,048.55	-----	-----	-----	-----	76	9,014.13
Ashe.....	1,123.10	16,441.36	684.46	2,318.62	5,414.73	400.00	600.00	115.00	27,097.27
Avery.....	1,441.84	11,738.65	-----	1,258.25	2,213.00	500.00	1,700.00	70.00	18,921.74
Beaufort.....	6,136.30	30,067.77	23,377.42	3,188.85	4,096.60	800.00	8,858.60	2,192.54	78,735.08
Rural.....	4,116.06	23,217.77	5,996.73	3,188.85	4,096.60	800.00	1,750.00	1,779.08	44,945.09
Washington.....	167.65	5,000.00	13,084.45	-----	-----	-----	6,940.00	413.46	25,605.56
Belhaven.....	1,852.59	1,850.00	4,296.24	-----	-----	-----	168.60	15.00	8,182.43
Bertie.....	2,781.90	27,597.68	12,532.69	2,603.53	4,846.38	850.00	600.00	929.31	52,741.49
Rural.....	1,990.87	25,232.68	6,873.10	2,603.53	4,846.38	850.00	-----	156.57	42,553.13
Windsor.....	791.03	1,200.00	3,608.06	-----	-----	-----	-----	145.00	5,644.09
Aulander.....	-----	1,165.00	2,151.53	-----	-----	-----	600.00	627.74	4,544.27
Bladen.....	4,545.47	19,688.30	6,455.00	2,249.00	4,823.13	750.00	-----	94.60	38,605.50
Brunswick.....	3,323.08	17,500.89	2,326.75	1,417.15	3,387.90	450.00	700.00	20.00	29,125.77
Buncombe.....	55,550.10	92,972.83	66,073.72	8,386.04	-----	1,150.00	13,382.16	3,268.29	240,783.14
Rural.....	2,182.83	68,407.27	19,292.68	8,386.04	-----	1,150.00	9,200.00	2,437.04	111,055.86
Asheville.....	53,367.27	24,565.56	46,781.04	-----	-----	-----	4,182.16	831.25	129,727.28
Burke.....	127.68	17,328.72	9,013.12	2,250.29	3,972.88	500.00	8,334.06	725.54	42,252.29
Rural.....	104.28	14,928.72	748.34	2,250.29	3,972.88	500.00	-----	220.00	22,724.51
Morganton.....	23.40	2,400.00	8,264.78	-----	-----	-----	8,334.06	505.54	19,527.78
Cabarrus.....	1,749.43	27,707.66	18,600.24	2,926.16	5,863.25	500.00	6,477.50	680.20	64,504.44
Rural.....	1,645.76	19,477.56	4,147.62	2,926.16	5,863.25	500.00	2,000.00	142.82	36,703.17
Concord.....	103.67	8,230.10	14,452.62	-----	-----	-----	4,477.50	537.38	27,801.27
Caldwell.....	2,378.74	17,884.00	10,673.10	2,180.68	5,250.10	500.00	14,217.00	2,886.91	55,970.53
Rural.....	1,670.95	15,749.00	1,249.00	2,180.68	5,250.10	500.00	200.00	1,787.93	28,587.66
Lenoir.....	84.18	1,400.00	7,969.10	-----	-----	-----	14,017.00	962.28	24,432.56
Granite.....	291.50	735.00	1,455.00	-----	-----	-----	-----	136.70	2,618.20
Rhodes.....	332.11	-----	-----	-----	-----	-----	-----	-----	332.11
Camden.....	433.40	7,517.26	3,159.43	695.98	1,487.80	500.00	5,000.00	156.96	18,950.83
Carteret.....	7,290.25	16,602.23	6,717.19	1,422.91	3,169.40	500.00	425.00	2,389.35	37,516.33
Rural.....	7,288.76	9,832.23	536.56	1,422.91	3,169.40	500.00	400.00	1,089.35	24,239.21
Beaufort.....	1.49	2,250.00	2,489.63	-----	-----	-----	-----	-----	4,741.12
Morehead City.....	-----	3,520.00	3,691.00	-----	-----	-----	25.00	1,300.00	8,536.00
Caswell.....	2,651.00	11,324.91	1,309.39	1,716.89	3,184.50	400.00	-----	621.29	21,207.98
Rural.....	2,631.10	10,524.36	-----	1,716.89	3,184.50	400.00	-----	543.56	19,000.41
Pelham.....	19.90	800.55	1,309.39	-----	-----	-----	-----	77.73	2,207.57
Catawba.....	2,165.92	30,353.10	16,917.16	3,405.09	6,868.52	500.00	17,000.00	1,457.16	78,666.95
Rural.....	1,060.76	22,520.10	5,363.00	3,405.09	6,868.52	500.00	4,500.00	801.75	45,019.22
Hickory.....	28.27	4,500.00	8,290.91	-----	-----	-----	12,500.00	183.13	25,502.31
Newton.....	1,076.89	3,333.00	3,263.25	-----	-----	-----	-----	472.28	8,145.42
Chatham.....	3,434.13	20,612.95	6,211.68	3,869.71	4,518.88	1,000.00	100.00	420.00	40,167.35

*Deficit.

†Local taxes included.

‡Includes appropriation for 1912-'13 from \$125,000 per capita.

SCHOOL FUND, 1913-1914

97

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance.	County Fund, 20 Cents, Taxes.	Local Taxes.	From State, \$250,000 Per Capita Appropriation.	From State, Equalizing Fund.	From State for High Schools.	Bonds, Loan Fund, Borrowed Money, etc.	Libraries, Private Donations, Tuitions, etc.	Total Funds.
Cherokee.....	\$ 1,016.54	\$ 15,297.88	\$ 13,142.17	\$ 1,798.43	\$ 2,975.40	\$ 500.00	\$ 5,316.70	\$ 37.00	\$ 40,084.12
Rural.....	1,016.54	13,697.88	1,599.57	1,798.43	2,975.40	500.00	210.00	20.00	21,817.82
Andrews.....		760.00	5,266.40				1,363.20	17.00	7,406.60
Murphy.....		810.00	6,276.20				3,743.50		10,859.70
Chowan.....	1,338.46	10,758.24	6,968.12	1,161.89	2,129.90		1,000.00	762.46	24,119.07
Rural.....	1,338.46	9,017.52	2,069.06	1,161.89	2,129.90		1,000.00	457.46	17,174.29
Edenton.....		1,740.72	4,899.06					305.00	6,944.78
Clay.....	293.65	4,046.51	1,121.20	499.05	1,277.50	750.00			7,987.91
Cleveland.....	300.14	28,650.89	11,603.78	3,484.38	7,114.90	850.00	2,397.84	1,966.62	56,368.55
Rural.....	209.85	24,145.69	4,934.48	3,484.38	7,114.90	850.00		254.19	40,993.49
Shelby.....	87.25	2,465.80	4,330.00				1,448.92	594.35	8,926.32
Kings Mountain.....	3.04	2,039.40	2,339.30				948.92	1,118.08	6,448.74
Columbus.....	5,674.19	36,959.08	19,032.60	3,053.47	7,714.55	1,000.00	3,000.00	800.00	77,233.89
Craven.....	8,225.75	36,159.79	16,966.93	2,546.17	3,526.20	6,175.00	26,359.70	3,126.72	103,086.26
Rural.....	6,064.08	27,349.54	4,870.48	2,546.17	3,526.20	6,175.00		83.42	50,614.89
New Bern.....	2,161.67	8,810.25	12,096.45				26,359.70	3,043.30	52,471.37
Cumberland.....	490.99	28,267.25	23,620.28	3,467.62	5,789.83	850.00	7,050.00	1,138.54	70,674.51
Rural.....	350.56	23,289.98	6,730.04	3,467.62	5,789.83	850.00		754.00	41,232.03
Fayetteville.....	122.25	4,002.27	15,189.13				6,850.00	294.54	26,458.19
Hope Mills.....	18.18	975.00	1,701.11				200.00	90.00	2,984.29
Currituck.....	1,868.24	10,806.33	5,160.12	907.73	2,938.40	250.00		40.00	21,970.82
Dare.....	7,077.26	2,597.93	†	480.36	2,879.10	400.00	2,242.04	36.95	15,713.64
Davidson.....	2,705.52	41,885.82	14,889.95	3,273.92	7,151.60	750.00	600.00	1,861.89	73,118.70
Rural.....	1,978.26	35,215.14	3,203.77	3,273.92	7,151.60	750.00	600.00	996.03	53,168.72
Lexington.....	*682.92	3,619.10	6,497.62					460.90	9,893.80
Thomasville.....	1,410.18	3,051.58	5,188.56					405.86	10,056.18
Davie.....	3,409.05	13,193.76	4,385.16	1,473.87	3,004.40	500.00		375.48	26,341.72
Rural.....	2,295.51	11,845.25	643.62	1,473.87	3,004.40	500.00		375.48	20,138.13
Mocksville.....	1,113.54	1,348.51	3,741.54						6,203.59
Duplin.....	3,182.35	24,242.71	8,426.96	2,699.26	6,399.70	1,000.00		743.99	46,694.97
Durham.....	15,795.84	82,450.91	43,325.81	5,754.54		\$6,000.00	36,995.61	2,001.86	192,324.57
Rural.....	15,254.81	48,976.82	6,725.72	5,754.54		\$6,000.00	3,000.00	60.00	85,771.89
Durham.....	541.03	33,474.09	36,600.09				33,995.61	1,941.86	106,552.68
Edgecombe.....	9,140.94	33,812.20	19,665.69	3,042.51		1,600.00	2,970.00	1,063.31	71,294.65
Rural.....	8,676.08	26,584.43	8,336.92	3,042.51		1,600.00		374.75	48,614.69
Tarboro.....	464.86	7,227.77	11,328.77				2,970.00	688.56	22,679.96
Forsyth.....	34,040.07	74,227.46	71,459.73	5,456.53		1,250.00		493.16	186,926.95
Rural.....	34,040.07	41,727.46	1,896.50	5,456.53		1,250.00		296.60	84,577.16
Winston-Salem.....		30,000.00	68,581.41						98,581.41
Kernersville.....		2,500.00	1,071.82					196.56	3,768.38
Franklin.....	5,060.10	27,279.28	15,249.68	4,305.88	5,584.35	600.00	2,704.64	590.51	61,374.44
Rural.....	2,663.02	24,117.28	3,008.06	4,305.88	5,584.35	600.00	2,000.00	26.25	42,304.84
Franklinton.....	292.31	1,912.00	4,748.72					248.21	7,201.24
Louisburg.....	2,051.75		5,530.00				704.64	285.09	8,541.39
Youngsville.....	53.02	1,250.00	1,992.90					31.05	3,326.97
Gaston.....	9,891.96	45,184.76	22,116.13	4,226.64	8,408.35	1,500.00	27,868.38	1,070.80	120,267.02
Rural.....	192.56	32,563.26	8,409.25	4,226.64	8,408.35	1,500.00	3,100.00	511.45	58,941.51
Gastonia.....	9,699.40	10,242.00	10,190.96					105.00	30,237.36
Bessemer City.....		2,379.50	3,515.92				24,768.38	424.35	31,088.15
Gates.....	541.47	14,683.25	3,602.21	1,261.80	2,530.95	900.00	1,000.00	40.00	24,559.68
Graham.....	1,310.46	4,689.17	527.41	518.71	1,058.00				8,103.75

*Deficit. †\$5,175 Farm Life School Fund. ‡Included in Balance Fund.

\$85,000 Farm Life School Fund. °Includes \$125,000 appropriation for 1913.

SCHOOL FUND, 1913-1914

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance.	County Fund, 20 Cents, Taxes.	Local Taxes.	From State, \$250,000 Per Capita Appropriation.	From State, Equalizing Fund.	From State for High Schools.	Bonds, Loan Fund, Borrowed Money, etc.	Li- braries, Private Donations, Tuition, etc.	Total Funds.
Granville.....	*\$4,675.13	\$ 30,587.43	\$ 13,380.18	\$ 2,534.24	\$ 6,223.55	\$1,000.00	\$23,186.90	\$ 452.55	\$ 72,689.72
Rural.....	*4,731.78	26,517.43	7,523.30	2,534.24	6,223.55	1,000.00	2,000.00	15.00	41,081.74
Oxford.....	56.65	4,070.00	5,856.88				21,186.90	437.55	31,607.98
Greene.....	1,606.97	12,371.91	1,717.25	1,440.68	2,679.00	600.00	1,550.00	388.20	22,354.01
Guilford.....	5,898.76	93,247.79	73,085.01	6,514.32	8,948.00	4,150.00	94,384.77	3,578.97	289,807.62
Rural.....	5,455.39	66,967.79	19,700.00	6,514.32	8,948.00	4,150.00		175.52	111,911.02
Greensboro.....	402.62	13,850.00	30,409.85				18,500.00	2,965.52	66,127.99
High Point.....	*546.18	10,153.00	20,516.33				74,168.05	428.53	104,724.73
Guilford College.....	522.25	1,266.00	709.56				161.72		2,659.53
Gibsonville.....	64.68	1,006.00	1,749.27				1,555.00	9.40	4,384.35
Halifax.....	24,255.94	41,167.61	21,137.30	4,086.44		500.00	18,047.78	1,788.86	110,983.93
Rural.....	17,970.78	31,016.36	256.98	4,086.44		500.00		625.65	54,456.21
Scotland Neck.....	74.75	1,956.89	6,101.06				18,047.78	1,008.15	27,188.63
Weldon.....	*628.02	2,609.36	5,492.38					92.66	7,566.38
Enfield.....	6,808.24	2,960.00	4,158.02					7.40	13,933.66
Roanoke Rapids.....	30.19	2,625.00	5,128.86					55.00	7,839.05
Harnett.....	*2,197.56	27,804.13	12,014.84	2,677.02	5,826.10	250.00	2,600.00	156.47	49,131.00
Rural.....	*2,582.20	23,724.93	5,444.32	2,677.02	5,826.10	250.00	2,600.00	121.47	38,061.64
Dunn.....	384.64	4,079.20	6,570.52					35.00	11,069.36
Haywood.....	5,255.65	20,164.48	14,444.56	3,588.91		650.00		1,612.58	45,716.18
Rural.....		16,164.48	2,633.44	3,588.91		650.00		261.55	23,298.38
Waynesville.....	5,036.24	2,000.00	6,158.64					1,254.46	14,449.34
Canton.....	219.41	2,000.00	5,652.48					96.57	7,968.46
Henderson.....	16,968.87	18,759.26	9,630.91	1,904.79		750.00	300.00	1,055.06	49,368.89
Rural.....	16,844.99	15,293.62	6,406.83	1,904.79		750.00		448.50	41,648.73
Hendersonville.....	123.88	3,465.64	3,224.08				300.00	606.56	7,720.16
Hertford.....	200.81	15,269.32	1,497.19	1,633.41	2,895.40	650.00	350.00	30.00	22,526.13
Hoke.....	3,604.67	9,969.63	4,497.76	†1,739.37	2,080.00	800.00		205.75	22,897.18
Hyde.....	8,097.76	8,552.97	4,279.13	1,032.64	4,027.50	500.00		160.85	26,650.85
Iredell.....	309.23	45,151.26	22,417.25	3,806.04		1,000.00	4,250.00	394.05	77,327.83
Rural.....	994.76	37,401.26	6,225.12	3,806.04		1,000.00	1,000.00	330.05	48,767.71
Mooreville.....	1,275.15	3,750.00	7,109.00				250.00	12.00	12,387.15
Statesville.....	28.84	4,000.00	9,092.13				3,000.00	52.00	16,172.97
Jackson.....	8.21	17,979.92	9,263.69	1,515.45	7,879.00	1,000.00	1,500.00		39,146.27
Johnston.....	12,039.71	44,987.11	29,808.30	4,989.52	8,288.75	1,250.00	3,200.00	856.92	105,420.31
Rural.....	6,302.02	34,254.59	27,364.96	4,989.52	8,288.75	1,250.00	3,200.00	90.00	85,739.84
Selma.....	3,115.40	6,636.71							9,752.11
Smithfield.....	2,622.19	4,095.81	2,443.34					766.92	9,928.36
Jones.....	2,400.91	10,570.21	3,159.25	2,176.50	999.90	750.00		606.56	20,056.77
Lee.....	459.35	13,708.99	10,699.39	1,959.98	2,958.84	500.00	4,701.60	606.56	35,594.71
Rural.....	137.63	9,602.47	2,247.04	†1,959.98	2,958.84	500.00	1,500.00	139.03	19,044.99
Sanford.....	537.80	2,177.65	5,717.35				1,497.50	207.61	10,137.91
Jonesboro.....	*216.08	1,928.87	2,735.03				1,704.10	259.92	6,411.81
Lenoir.....	*1,574.93	23,302.61	17,616.63	2,264.15	4,481.98	300.00	4,465.00	1,069.66	56,925.07
Rural.....	*1,904.32	18,456.44	3,697.69	2,264.15	4,481.98	300.00	1,000.00	35.00	28,330.94
Kinston.....	251.81	7,355.45	11,705.74				3,465.00	1,034.66	23,810.66
LaGrange.....	77.58	2,492.72	2,213.17						4,783.47
Lincoln.....	933.75	18,630.47	6,261.28	2,059.49	3,433.25	700.00	1,000.00	569.39	33,587.63
Rural.....	140.64	16,080.47	2,153.28	2,059.49	3,433.25	700.00	1,000.00	79.78	25,649.91
Lincolnton.....	793.11	2,550.03	4,135.03					489.61	7,937.72
Macon.....	433.72	11,662.59	6,475.33	1,400.71	2,940.55	750.00	1,000.00	100.58	24,763.48

*Deficit.

†\$2,500 Farm Life School Fund.

†Includes \$125,000 appropriation for 1913.

SCHOOL FUND, 1913-1914

99

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance.	County Fund, 20 Cents, Taxes.	Local Taxes.	From State, \$250,000 Per Capita Appropriation.	From State, for Equalizing Fund.	From State for High Schools.	Bonds, Loan Fund, Borrowed Money, etc.	Libraries, Private Donations, Tuitions, etc.	Total Funds.
Madison.....	\$ 6,542.04	\$ 16,573.09	\$ 3,400.51	\$ 2,524.89	\$ 3,916.70	\$ 600.00	\$.....	\$ 152.15	\$ 33,709.38
Martin.....	26,058.70	18,362.16	10,909.51	1,952.17	2,646.65	600.00	1,200.00	755.53	62,480.72
Rural.....	21,118.13	14,645.11	5,281.37	1,952.17	2,646.65	600.00	1,200.00	698.31	51,144.74
Williamston.....	1,183.32	1,685.00	3,403.60	.....	.....	.....	.....	.....	6,273.92
Robersonville.....	756.25	2,032.05	2,216.54	.....	.....	.....	.....	57.22	5,062.06
McDowell.....	16,920.07	20,787.05	11,693.29	1,972.15	4,222.35	950.00	6,000.00	856.80	63,401.71
Rural.....	2,878.89	16,439.02	6,253.29	1,972.15	4,222.35	950.00	2,000.00	345.00	35,060.70
Marion.....	13,963.47	3,498.43	4,000.00	.....	.....	.....	4,000.00	545.85	25,967.70
Old Fort.....	77.71	849.60	1,440.00	.....	.....	.....	.....	6.00	2,373.31
Mecklenburg.....	9,246.50	111,738.66	45,286.03	7,537.95	.....	1,000.00	39,006.70	1,561.10	215,376.94
Rural.....	5,223.93	77,738.66	8,694.25	7,537.95	.....	1,000.00	.....	897.49	101,092.28
Charlotte.....	4,022.57	34,000.00	36,591.78	.....	.....	.....	39,006.70	668.61	114,284.66
Mitchell.....	1,491.77	9,393.81	1,924.40	1,218.61	3,472.50	500.00	.....	340.37	18,341.46
Montgomery.....	1,475.29	13,083.81	8,292.69	1,641.79	3,336.80	1,000.00	25,500.00	1,813.00	56,143.38
Rural.....	1,155.14	11,502.31	4,051.95	1,641.79	3,336.80	1,000.00	.....	10.00	22,697.99
Troy.....	320.15	1,581.51	4,240.74	.....	.....	.....	25,500.00	1,803.00	33,445.39
Moore.....	2,397.95	22,768.83	11,730.85	3,260.17	5,595.50	600.00	13,114.65	2,517.53	61,985.48
Rural.....	1,181.78	19,445.83	3,525.58	3,260.17	5,595.50	600.00	300.00	1,300.00	35,208.86
Carthag.....	814.18	1,936.03	2,275.96	.....	.....	.....	54.24	132.31	5,212.69
Southern Pines.....	*143.01	912.00	2,376.60	.....	.....	.....	655.41	368.65	4,169.65
Aberdeen.....	545.00	475.00	3,552.71	.....	.....	.....	12,105.00	716.57	17,394.28
Nash.....	7,626.05	41,389.06	39,735.01	3,860.00	.....	1,150.00	4,500.00	7,086.81	105,347.43
Rural.....	7,375.36	32,747.61	14,506.02	3,860.50	.....	1,150.00	4,500.00	1,454.98	65,594.47
Rocky Mount.....	250.69	7,118.95	22,625.19	.....	.....	.....	.....	4,840.74	34,835.57
Spring Hope.....	.....	1,522.50	2,603.80	.....	.....	.....	.....	791.09	4,917.39
New Hanover.....	*4,204.87	54,402.55	27,134.20	2,675.41	.....	.....	175,000.00	10.00	255,017.29
Rural.....	*4,204.87	17,983.10	7,134.20	2,675.41	.....	.....	115,000.00	10.00	138,597.84
Wilmington.....	.....	36,419.45	20,000.00	.....	.....	.....	60,000.00	.....	116,419.45
Northampton.....	*3,819.47	25,509.63	12,249.79	3,736.38	5,061.50	1,100.00	1,000.00	365.05	45,202.88
Onslow.....	147.13	19,041.49	8,453.75	1,590.22	4,085.20	800.00	1,000.00	60.00	35,177.79
Orange.....	310.49	29,603.40	6,835.26	1,582.49	.....	1,450.00	1,390.00	62.19	41,233.83
Rural.....	310.49	27,528.79	3,537.46	1,582.49	.....	1,450.00	.....	60.00	34,469.23
Chapel Hill.....	.....	2,074.61	3,297.80	.....	.....	.....	1,390.00	2.19	6,764.60
Pamlico.....	3,036.64	14,228.10	5,113.69	1,146.42	3,129.00	500.00	.....	216.55	27,370.40
Pasquotank.....	123.99	18,424.10	15,308.45	1,771.03	974.45	.....	8,250.00	2,405.23	47,257.31
Rural.....	42.31	10,702.80	203.45	1,771.03	974.45	.....	2,000.00	28.50	15,727.54
Elizabeth City.....	81.68	7,721.30	15,100.00	.....	.....	.....	6,250.00	2,376.79	31,529.77
Pender.....	3,983.13	16,903.08	11,786.79	1,740.42	3,794.05	850.00	.....	137.73	39,195.20
Perquimans.....	2,108.98	11,474.94	5,104.98	1,236.80	2,558.80	.....	350.00	1,002.36	23,836.08
Rural.....	1,721.65	9,607.03	409.89	1,236.02	2,558.80	.....	350.00	81.78	15,965.17
Hertford.....	387.33	1,867.91	4,695.09	.....	.....	.....	.....	920.58	7,870.91
Person.....	*2,045.95	21,541.85	3,783.62	2,891.71	3,530.90	500.00	.....	1,630.00	31,837.13
Rural.....	*2,324.00	19,341.85	250.00	2,891.71	3,530.90	500.00	.....	280.00	24,470.46
Roxboro.....	278.05	2,200.00	3,538.62	.....	.....	.....	.....	1,350.00	7,366.67
Pitt.....	*3,473.75	45,259.05	19,808.65	4,294.96	4,781.15	1,000.00	11,500.00	1,200.00	81,400.15
Rural.....	*3,511.96	42,469.05	10,769.76	4,294.96	4,781.15	1,000.00	9,000.00	.....	68,802.96
Greenville.....	38.21	2,790.00	9,128.89	.....	.....	.....	2,500.00	1,200.00	15,657.19
Polk.....	1,173.47	8,553.43	438.24	427.93	841.66	400.00	800.00	315.00	12,949.73

*Deficit. †Not kept separate from general fund—amount estimated.

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance.	County Fund, 20 Cents, Taxes.	Local Taxes.	From State, \$250,000 Per Capita Appropriation.	From State, Equalizing Fund.	From State for High Schools.	Bonds, Loan Fund, Borrowed Money, etc.	Libraries, Private Donations, Tuitions, etc.	Total Funds.
Randolph.....	\$ 9,653.73	\$ 25,546.58	\$ 12,285.65	\$ 3,396.59	\$ 5,917.30	\$1,150.00	\$ 300.00	\$ 792.10	\$ 59,041.95
Rural.....	*1,243.98	22,121.58	5,889.30	3,396.59	5,917.30	1,150.00	300.00	218.92	37,749.71
Asheboro.....	159.12	2,000.00	4,573.00	-----	-----	-----	-----	166.93	6,899.05
Randleman.....	10,738.59	1,425.00	1,823.35	-----	-----	-----	-----	406.25	14,393.19
Richmond.....	3,775.82	21,023.59	17,786.30	2,226.77	3,573.40	650.00	18,421.49	791.00	68,248.37
Rural.....	3,366.73	16,007.09	7,804.78	2,226.77	3,573.40	650.00	350.00	506.90	34,485.67
Rockingham.....	393.93	2,392.00	5,638.83	-----	-----	-----	8,071.49	284.10	16,780.35
Hamlet.....	15.16	2,624.50	4,342.69	-----	-----	-----	10,000.00	-----	16,982.35
Robeson.....	*2,741.47	47,430.35	26,684.29	7,384.74	7,560.30	1,550.00	3,119.75	2,142.00	93,129.96
Rural.....	*3,176.59	44,560.02	20,003.75	7,384.74	7,560.30	1,550.00	1,000.00	1,511.40	80,393.62
Maxton.....	163.06	1,035.33	2,200.00	-----	-----	-----	1,775.00	630.60	5,803.99
Lumberton.....	272.06	1,835.00	4,480.54	-----	-----	-----	344.75	-----	6,932.35
Rockingham.....	* 397.92	41,821.43	13,579.50	4,118.67	8,396.80	1,000.00	600.00	1,294.76	70,413.24
Rural.....	690.47	37,171.43	6,570.10	4,118.67	8,396.80	1,000.00	600.00	275.66	58,823.13
Reidsville.....	*1,088.39	4,650.03	7,009.40	-----	-----	-----	-----	1,019.10	11,590.11
Rowan.....	41.67	46,698.75	16,552.66	4,043.89	-----	1,000.00	13,000.00	2,541.08	83,878.05
Rural.....	-----	38,280.75	3,786.88	4,043.89	-----	1,000.00	3,000.00	60.00	50,171.52
Salisbury.....	-----	7,247.50	10,065.78	-----	-----	-----	-----	2,295.00	19,608.28
Spencer.....	41.67	1,170.50	2,700.00	-----	-----	-----	10,000.00	186.08	14,098.25
Rutherford.....	3,959.13	24,566.35	2,153.04	3,149.19	5,741.70	800.00	920.00	908.50	42,197.91
Rural.....	3,959.13	22,639.17	1,122.92	3,149.19	5,741.70	800.00	500.00	885.00	38,797.11
Rutherfordton.....	-----	1,927.18	1,030.12	-----	-----	-----	420.00	23.50	3,400.80
Sampson.....	6,622.12	28,091.12	10,414.55	3,356.43	6,825.80	1,000.00	1,075.00	473.70	57,858.72
Rural.....	5,417.30	26,057.79	7,986.05	3,356.43	6,825.80	1,000.00	-----	473.70	52,192.07
Clinton.....	1,204.82	2,033.33	2,428.59	-----	-----	-----	-----	-----	5,666.65
Scotland.....	1,136.96	15,140.96	9,943.59	1,769.10	694.65	1,000.00	-----	1,452.13	31,137.39
Rural.....	97.35	11,569.96	4,594.41	1,769.10	694.65	1,000.00	-----	370.00	20,095.47
Laurinburg.....	1,039.61	3,571.00	5,349.18	-----	-----	-----	-----	1,082.13	11,041.92
Stanly.....	1,690.24	17,870.04	4,971.32	2,064.00	3,647.80	250.00	-----	140.00	30,633.40
Rural.....	1,094.81	16,270.04	2,092.76	2,064.00	3,647.80	250.00	-----	140.00	25,559.41
Albemarle.....	595.43	1,600.00	2,878.56	-----	-----	-----	-----	-----	5,073.99
Stokes.....	1,753.97	23,443.95	2,311.35	2,396.30	4,435.00	-----	1,250.00	112.03	35,702.60
Surry.....	3,331.17	34,035.91	10,184.47	2,902.31	1,543.69	850.00	700.00	3,592.21	57,139.76
Rural.....	1,149.66	30,735.91	1,940.00	2,902.31	1,543.69	850.00	-----	3,059.20	42,180.77
Mt. Airy.....	2,181.51	2,500.00	6,494.47	-----	-----	-----	700.00	428.51	12,304.49
Elkin.....	-----	800.00	1,750.00	-----	-----	-----	-----	104.50	2,654.50
Swain.....	*1,327.50	13,565.22	5,981.26	1,167.04	2,655.70	750.00	1,550.00	20.00	24,361.72
Transylvania.....	9,960.45	12,821.08	7,072.55	838.76	2,170.65	600.00	-----	36.26	33,499.75
Tyrrell.....	172.52	7,894.88	828.55	563.84	1,380.40	750.00	500.00	260.00	12,350.19
Union.....	754.55	36,687.64	19,387.53	3,758.34	7,008.00	900.00	4,500.00	720.25	73,716.31
Rural.....	363.56	33,387.64	13,687.28	3,758.34	7,008.00	900.00	-----	35.00	59,139.82
Monroe.....	390.99	3,300.00	5,700.25	-----	-----	-----	4,500.00	685.25	14,576.49
Vance.....	2,287.44	22,357.95	14,008.17	2,080.45	3,753.35	750.00	1,600.00	455.25	47,292.61
Rural.....	* 2,354.40	15,657.95	3,509.42	2,080.45	3,753.35	750.00	1,600.00	-----	27,115.77
Henderson.....	2,522.84	6,700.00	10,498.75	-----	-----	-----	-----	455.25	20,176.84
Wake.....	6,021.35	86,271.89	75,830.99	7,099.62	7,373.80	1,650.00	71,424.79	3,648.07	259,320.51
Rural.....	1,081.81	57,763.71	29,277.27	7,099.62	7,373.80	1,650.00	71,424.79	2,411.17	178,082.17
Raleigh.....	4,939.54	28,508.18	46,553.72	-----	-----	-----	-----	1,236.90	81,238.34
Warren.....	2,647.51	17,463.98	8,957.30	2,420.79	3,864.35	750.00	200.00	131.10	36,435.03

*Deficit. †Bonds and loans for Farm Life Schools.

SCHOOL FUND, 1913-1914

101

TABLE I. SCHOOL FUND AND SOURCES—Continued.

	Balance.	County Fund, 20 Cents, Taxes.	Local Taxes.	From State, \$250,000 Per Capita Appro- priation.	From State, Equaliz- ing Fund.	From State for High Schools,	Bonds, Loan Fund, Bor- rowed Money, etc.	Li- braries, Private Dona- tions, Tu- itions, etc.	Total Funds.
Washington.....	\$ 2,371.03	\$ 9,804.98	\$ 7,369.57	\$ 1,600.22	\$ 2,099.50	\$ 600.00	\$ 672.00	\$ 883.16	\$ 25,400.46
Rural.....	1,805.49	7,354.98	1,896.37	1,600.22	2,099.50	600.00	350.00	300.00	16,006.56
Roper.....		1,150.00	1,700.00				172.00	29.79	3,051.79
Plymouth.....	565.54	1,300.00	3,773.20				150.00	553.37	6,342.11
Watauga.....	3,402.68	10,534.62		1,408.45	2,617.35			40.00	18,003.10
Wayne.....	2,042.46	40,702.96	30,701.81	3,825.38	6,909.60	1,300.00	46,927.35	945.70	133,355.26
Rural.....	1,672.04	28,268.79	5,442.52	3,825.38	6,909.60	1,300.00	2,000.00	273.23	49,691.56
Goldsboro.....		8,865.07	18,701.04				42,291.84	233.19	70,091.14
Mt. Olive.....	217.60	2,226.30	4,323.91				2,167.70	18.50	8,954.01
Fremont.....	152.82	1,342.80	2,234.34				467.81	420.78	4,618.55
Wilkes.....	15,561.70	28,724.94	8,581.78	3,636.83	9,302.05	750.00	19,450.00	230.00	86,240.30
Rural.....	3,252.40	26,929.94	4,252.45	3,636.83	9,302.05	750.00	4,450.00	220.00	52,793.67
Wilkesboro.....	12,309.30	1,795.00	4,332.33				15,030.00	10.00	33,446.63
Wilson.....	4,816.50	35,565.98	22,545.74	3,047.35		1,500.00	33,703.00	1,778.72	102,957.29
Rural.....	3,149.63	23,822.65	2,094.41	3,047.35		1,500.00	800.00	824.04	35,238.14
Wilson.....	* 399.21	7,818.33	17,042.30				32,267.00	587.31	57,315.73
Lucama.....	2,056.86	1,950.00	1,340.98					260.00	5,607.84
Elm City.....	9.16	1,975.00	2,068.05				636.00	107.37	4,795.58
Yadkin.....	3,068.69	14,941.13	1,110.13	4,922.75		800.00	270.00	185.00	25,297.70
Yancey.....	428.03	11,249.68	2,299.42	1,584.75	3,452.00	500.00	500.00	315.00	20,328.88
North Carolina.....	135,533.99	2,638,830.86	1,367,948.65	268,066.75	360,716.28	86,375.00	868,110.01	94,021.20	6,119,602.72
Rural.....	277,333.03	2,146,010.05	544,582.48	268,066.75	360,716.28	86,375.00	289,251.83	40,153.46	4,012,488.86
City.....	158,200.96	492,820.81	823,366.17				578,858.18	53,867.74	2,107,113.86

*Deficit.

SUPPLEMENT TO TABLE I. RURAL SCHOOL FUNDS NOT REPORTED BY COUNTY TREASURERS.

Counties.	Local Taxes.	Donations for Libraries.	Donations for Buildings.	To Increase School Term.	Miscellaneous.	Total.
Alamance.....	\$.....	\$.....	\$ 1,471.75	\$ 459.69	\$ 2,065.53	\$ 3,996.47
Alexander.....						
Alleghany.....			500.00	250.00		750.00
Anson.....		40.00	500.00	100.00	450.00	1,090.00
Ashe.....						
Avery.....			790.00	840.00	150.00	1,780.00
Beaufort.....						
Bertie.....		72.50	1,850.00	125.00		2,047.50
Bladen.....		43.70	140.00	425.00		608.70
Brunswick.....		20.00	850.00	45.00		915.00
Buncombe.....						
Burke.....						
Cabarrus.....		6.00	4,500.00	71.00		4,577.00
Caldwell.....		40.00	1,706.00	643.00	608.00	2,997.00
Camden.....			205.83	47.34		253.17
Carteret.....						
Caswell.....			200.00	200.00		400.00
Catawba.....		32.50	300.00	350.00		682.50
Chatham.....		35.00	213.50	36.03	206.40	490.93
Cherokee.....						
Chowan.....			125.00			125.00
Clay.....						
Cleveland.....			2,261.78			2,261.78
Columbus.....		25.00	100.00			125.00
Craven.....						
Cumberland.....						
Currituck.....		35.30	722.74	387.86	430.12	1,576.02
Dare.....						
Davidson.....						
Davie.....			500.00			500.00
Duplin.....						
Durham.....						
Edgecombe.....				126.00	1,276.22	1,403.22
Forsyth.....		11.25	1,500.00	165.00	368.75	2,045.00
Franklin.....		155.00	3,277.00	160.00	279.83	3,871.83
Gaston.....				1,010.00		1,010.00
Gates.....		22.00	125.00	196.80	303.07	646.87
Graham.....						
Granville.....						
Greene.....		61.36	1,318.33	190.17	816.07	2,385.93
Guilford.....						
Halifax.....						
Harnett.....						
Haywood.....						
Henderson.....						
Hertford.....						
Hoke.....		15.00	225.00	35.00	411.15	686.15
Hyde.....			7.70	109.80	146.15	263.65
Iredell.....		20.00				20.00
Jackson.....						
Johnston.....						
Jones.....		31.50	87.50	105.00	317.50	541.50
Lee.....		30.20	391.66	114.87	151.70	688.43
Lenoir.....		35.00				35.00

SUPPLEMENT TO TABLE I. RURAL SCHOOL FUNDS NOT REPORTED BY COUNTY TREASURERS.

Counties.	Local Taxes.	Donations for Libraries.	Donations for Buildings.	To Increase School Term.	Miscellaneous.	Total.
Lincoln.....		\$ 10.00	\$ 485.00	\$ 525.00		\$ 1,020.00
Macon.....						
Madison.....						
Martin.....						
McDowell.....						
Mecklenburg.....						
Mitchell.....			320.37			320.37
Montgomery.....						
Moore.....						
Nash.....		15.00	11,050.00			11,065.00
New Hanover.....		47.50			62.68	110.18
Northampton.....		35.00	1,927.00	134.28		2,086.28
Onslow.....						
Orange.....			464.00	585.00	433.00	1,482.00
Pamlico.....			200.00	25.00	876.61	1,101.61
Pasquotank.....						
Pender.....		45.00	30.00	100.00		175.00
Perquimans.....						
Person.....						
Pitt.....						
Polk.....			100.00			100.00
Randolph.....		29.90				29.90
Richmond.....			100.00	785.00		885.00
Robeson.....		65.00	1,343.25	347.00	138.09	1,893.34
Rockingham.....		55.00	1,466.38	9.50		1,530.88
Rowan.....			2,259.50	884.76	2,666.69	5,810.95
Rutherford.....		270.00	32.00	1,290.00		1,592.58
Sampson.....						
Scotland.....						
Stanly.....						
Stokes.....					220.04	220.04
Surry.....		80.00	1,750.00	365.00	824.20	3,019.20
Swain.....						
Transylvania.....		6.00	38.80	75.00	76.70	196.50
Tyrrell.....						
Union.....		40.00	800.00		300.00	1,140.00
Vance.....						
Wake.....					*10,000.00	10,000.00
Warren.....			250.00			250.00
Washington.....						
Watauga.....						
Wayne.....						
Wilkes.....						
Wilson.....				153.50	635.87	789.37
Yadkin.....				955.77		955.77
Yancey.....			292.85			292.85
Total.....		1,429.71	46,777.94	12,427.37	24,214.37	84,849.39

*Approximated.

TABLE II. PER CAPITA AMOUNT RAISED FOR EACH CHILD, 1913-1914.

This table shows the school fund actually raised during the year, the per capita amount raised for each child of school age, the total amount of all taxable property, and the amount of taxable property for each child of school age.

	Rural.	City.	North Carolina.
Total available fund, 1913-'14.....	\$4,012,488.86	\$2,107,113.86	\$ 6,119,602.72
Total available fund, 1912-'13.....	3,155,450.82	1,654,666.67	4,810,117.49
Increase.....	857,038.04	452,447.19	1,309,485.23
School population, 1913-'14.....	628,136	150,147	778,283
School population, 1912-'13.....	624,855	141,534	766,389
Increase.....	3,281	8,613	11,894
Available fund for each child.....	\$ 6.39	\$ 14.03	\$ 7.87
Total funds raised for schools by taxation, 1913-'14.....	2,690,592.53	1,316,186.98	4,006,779.51
Total funds raised for schools by taxation, 1912-'13.....	2,439,861.37	1,155,882.60	3,595,743.97
Increase.....	250,731.16	160,304.38	411,035.54
Per capita raised by taxation for each child, 1913-'14.....	4.28	8.76	5.15
Per capita raised by taxation for each child, 1912-'13.....	3.90	8.17	4.70
Increase.....	.38	.59	.45
Value of all taxable property.....			\$802,151,440.00
Taxable property for each child, 1913-'14.....			1,032.02

TABLE III. AMOUNT RAISED BY TAXATION FOR EACH \$100 TAXABLE PROPERTY FOR EACH INHABITANT, CENSUS 1910.

	Rural.	City.	North Carolina.
Available fund for each child.....	\$ 6.39	\$ 14.03	\$ 8.01
Per capita amount raised by taxation for each child of school age, 1913-'14.....	4.28	8.76	5.15
Taxable property for each child, 1913-'14.....			1,032.02
Amount raised for each \$100 taxable property, 1913-'14.....			.50
Per capita amount raised (1913-'14) for each inhabitant (census 1910).....			2.77

B. SCHOOL EXPENDITURES.

TABLE IV. SUMMARY OF EXPENDITURES, 1913-1914.

This table gives the total amount spent in teaching and supervision, buildings and supplies, administration, etc.; the balance on hand June 30, 1914, and the total expenditures.

SUMMARY OF TABLE IV AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Total expenditures, 1913-'14.....	\$3,622,509.26	\$1,944,483.63	\$ 5,566,992.89
Total expenditures, 1912-'13.....	2,878,117.78	1,496,465.72	4,374,583.50
Increase.....	744,391.48	448,017.91	1,192,409.39
Teaching and supervision, 1913-'14.....	2,408,745.02	1,019,482.92	3,428,227.94
Teaching and supervision, 1912-'13.....	2,045,269.67	911,618.88	2,956,888.55
Increase.....	363,475.35	107,864.04	471,339.39
Buildings and supplies, 1913-'14.....	790,379.45	622,332.98	1,412,712.43
Buildings and supplies, 1912-'13.....	588,248.26	347,687.34	935,935.60
Increase.....	202,131.19	274,645.64	476,776.83
Administration, 1913-'14.....	186,764.72	31,646.81	218,411.53
Administration, 1912-'13.....	149,804.73	27,249.37	177,054.10
Increase.....	36,959.99	4,397.44	41,357.43
Loans repaid, interest, etc.....	236,620.07	271,020.94	507,641.01
Balance on hand June 30, 1914.....	389,979.60	162,630.23	552,609.83
Percentage for teaching and supervision, 1913-'14.....	66.5	52.5	61.1
Percentage for buildings and supplies, 1913-'14.....	21.6	32	25.4
Percentage for administration, 1913-'14.....	5.1	1.63	3.9

EXPENDITURES, 1913-1914

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money, etc.	Balance on Hand.
Alamance.....	\$ 60,042.57	\$ 55,303.53	\$ 42,357.64	\$ 9,087.29	\$1,672.60	\$2,186.00	\$ 4,739.04
Rural.....	31,674.52	28,549.70	22,191.39	4,834.75	1,473.56	50.00	3,124.82
Burlington.....	14,678.59	13,889.43	9,710.00	2,293.08	146.35	1,740.00	789.16
Graham.....	6,833.86	6,733.10	5,286.25	1,025.85	25.00	396.00	100.76
Haw River.....	2,875.81	2,855.54	2,250.00	587.69	17.85	-----	20.27
Mebane.....	3,979.79	3,275.76	2,920.00	345.92	9.84	-----	704.03
Alexander.....	27,275.16	27,275.16	15,210.98	6,930.82	1,288.28	-----	3,845.08
Alleghany.....	13,448.38	12,486.83	10,451.93	1,552.94	478.51	3.45	961.55
Anson.....	52,134.09	47,107.00	33,048.52	11,850.59	2,173.88	34.01	5,027.09
Rural.....	43,119.96	38,313.48	26,338.52	9,869.92	2,072.91	32.13	4,806.48
Wadesboro.....	9,014.13	8,793.52	6,710.00	1,980.67	100.97	1.88	220.61
Ashe.....	27,097.27	24,486.46	19,921.02	2,425.56	1,594.13	545.75	2,610.81
Avery.....	18,921.71	17,219.31	11,637.68	4,438.41	1,143.22	-----	1,702.43
Beaufort.....	78,733.08	75,401.12	49,083.44	15,193.19	2,486.33	8,638.16	3,331.96
Rural.....	44,945.09	43,125.80	29,942.89	10,020.86	1,973.89	1,188.16	1,819.29
Washington.....	25,605.56	25,344.44	14,773.75	3,014.02	306.67	7,250.00	261.12
Belhaven.....	8,182.43	6,930.88	4,366.80	2,158.31	205.77	200.00	1,251.55
Bertie.....	52,741.49	48,392.45	31,528.69	8,980.26	1,613.64	6,269.86	4,349.04
Rural.....	42,553.13	40,993.36	26,326.19	7,501.80	1,395.51	5,769.86	1,559.77
Windsor.....	5,644.09	4,497.12	2,900.00	1,052.12	45.00	500.00	1,146.97
Aulander.....	4,544.27	2,901.97	2,302.50	426.34	173.13	-----	1,642.30
Bladen.....	38,605.50	32,113.30	27,177.13	3,576.24	1,095.54	264.39	6,492.20
Brunswick.....	29,125.77	24,761.16	15,497.27	3,006.56	1,430.15	4,827.18	4,364.61
Buncombe.....	240,783.14	227,731.99	103,890.96	91,087.96	9,074.27	23,678.80	13,051.15
Rural.....	111,055.86	103,995.38	50,949.40	22,949.46	6,417.72	23,678.80	7,060.48
Asheville.....	129,727.28	123,736.61	52,941.56	68,138.50	2,656.55	-----	5,990.67
Burke.....	42,252.29	42,029.80	23,155.26	12,603.07	2,164.17	4,107.30	222.49
Rural.....	22,724.51	22,506.02	16,159.00	4,441.48	1,233.76	671.78	218.49
Morganton.....	19,527.78	19,523.78	6,996.26	8,161.59	930.41	3,435.52	4.00
Cabarrus.....	61,504.44	61,793.07	38,689.08	7,995.48	1,643.81	6,677.50	9,498.57
Rural.....	36,703.17	36,703.17	23,323.25	5,357.04	1,235.68	-----	6,787.20
Concord.....	27,801.27	25,089.90	15,365.83	2,638.44	408.13	6,677.50	2,711.37
Caldwell.....	55,970.53	55,498.07	22,127.98	12,751.22	2,155.37	11,463.50	472.46
Rural.....	28,587.66	28,572.92	19,509.48	7,886.32	1,477.12	-----	14.74
Lenoir.....	24,432.56	23,986.54	7,556.50	4,465.40	601.14	11,363.50	446.02
Granite.....	2,618.20	2,606.50	2,062.00	399.50	45.00	100.00	11.70
Rhodhiss.....	332.11	332.11	-----	-----	332.11	-----	-----
Camden.....	18,950.83	18,371.66	10,319.45	6,893.50	934.20	224.51	579.17
Carteret.....	37,516.33	29,345.42	23,093.90	5,202.82	597.70	451.00	8,170.91
Rural.....	24,239.21	17,569.64	13,539.90	3,470.21	408.53	151.00	6,669.57
Beaufort.....	4,741.12	4,074.33	3,424.00	501.16	149.17	-----	666.79
Morehead City.....	8,536.00	7,701.45	6,130.00	1,231.45	40.00	300.00	834.55
Caswell.....	21,207.98	19,331.33	16,379.22	1,877.06	972.05	103.00	1,876.65
Rural.....	19,000.41	17,542.61	14,879.22	1,703.04	960.35	-----	1,457.80
Pelham.....	2,207.57	1,788.72	1,500.00	174.02	11.70	103.00	418.85
Catawba.....	78,666.95	76,878.89	41,033.97	29,875.29	1,561.78	4,407.35	1,788.06
Rural.....	45,019.22	44,848.38	28,168.97	10,820.20	1,451.86	4,407.35	170.84
Hickory.....	25,502.31	25,393.10	8,000.00	17,393.10	-----	-----	109.21
Newton.....	8,145.42	6,637.41	4,865.00	1,662.49	109.92	-----	1,508.01
Chatham.....	40,167.35	36,556.93	25,291.61	6,123.82	1,921.12	3,220.38	3,610.42
Cherokee.....	40,084.12	34,894.08	22,202.61	4,899.17	1,187.49	6,604.81	5,190.04
Rural.....	21,817.82	18,090.88	14,792.61	2,506.95	791.32	-----	3,726.94
Andrews.....	7,406.60	6,467.26	2,805.00	180.06	137.39	3,344.81	939.34
Murphy.....	10,859.70	10,335.94	4,605.00	2,212.16	258.78	3,260.00	523.76

EXPENDITURES, 1913-1914

107

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money, etc.	Balance on Hand.
Chowan.....	\$ 24,119.07	\$ 21,296.81	\$ 15,152.57	\$ 4,521.17	\$ 1,092.55	\$ 527.52	\$ 2,822.26
Rural.....	17,174.29	14,292.22	9,557.57	3,952.68	781.37	.60	2,882.07
Edenton.....	6,944.78	7,004.59	5,595.00	571.49	311.18	526.92	759.81
Clay.....	7,987.91	6,711.28	5,411.20	745.90	554.18		1,276.63
Cleveland.....	56,368.55	55,246.43	41,935.31	8,215.03	1,633.56	3,482.53	1,122.12
Rural.....	40,993.49	40,101.28	31,302.16	6,146.82	1,627.19	1,925.11	892.21
Shelby.....	8,926.32	8,917.86	6,687.65	1,223.81	6.37	1,000.00	8.46
Kings Mountain.....	6,448.74	6,227.29	3,945.50	824.37		1,457.42	221.45
Columbus.....	77,233.89	69,548.28	50,169.15	10,107.63	4,609.68	4,661.82	7,685.61
Craven.....	103,086.26	74,778.32	49,100.75	18,625.87	4,051.70	3,000.00	28,307.94
Rural.....	50,614.89	41,962.60	26,499.91	11,849.76	3,612.93		8,652.29
New Bern.....	52,471.37	32,815.72	22,600.84	6,776.11	488.77	3,000.00	19,655.65
Cumberland.....	70,674.51	68,495.21	45,409.53	18,401.64	3,200.31	1,483.73	2,179.30
Rural.....	41,232.03	40,439.81	28,815.34	8,281.43	2,314.73	1,028.31	792.22
Fayetteville.....	26,458.19	25,074.18	14,879.19	9,364.40	839.59		1,384.01
Hope Mills.....	2,984.29	2,981.22	1,715.00	755.81	54.99	455.42	3.07
Currituck.....	21,970.82	19,674.90	15,685.52	3,195.28	794.10		2,295.92
Dare.....	15,713.64	13,124.20	9,529.01	1,771.59	634.17	1,189.43	2,589.44
Davidson.....	73,118.70	64,218.82	44,340.14	11,169.49	2,024.36	6,684.83	8,899.88
Rural.....	53,168.72	46,158.52	31,457.24	6,436.09	2,024.36	6,240.83	7,010.20
Lexington.....	9,893.80	8,606.12	6,860.00	1,302.12		444.00	1,287.68
Thomasville.....	10,056.18	9,454.18	6,022.90	3,431.28			602.00
Davie.....	26,341.72	24,600.70	17,715.90	3,451.49	1,027.11	2,406.20	1,741.02
Rural.....	20,138.13	18,820.86	15,135.90	2,729.26	955.70		1,317.27
Mocksville.....	6,203.59	5,779.84	2,580.00	722.23	71.41	2,406.20	423.75
Duplin.....	46,694.97	46,116.35	33,628.09	8,380.77	4,107.49		578.62
Durham.....	192,324.57	180,570.98	91,145.55	41,232.85	11,672.54	36,520.04	11,753.59
Rural.....	85,771.89	74,750.08	33,630.59	31,082.51	8,155.88	1,881.10	11,021.81
Durham.....	106,552.68	105,820.90	57,514.96	10,150.34	3,516.66	34,638.94	731.78
Edgecombe.....	71,294.65	65,720.91	39,906.35	16,419.59	2,277.21	7,117.76	5,573.74
Rural.....	48,614.69	43,317.62	26,740.28	10,435.66	2,045.13	4,096.55	5,297.07
Tarboro.....	22,679.96	22,403.29	13,166.07	5,983.93	232.08	3,021.21	276.87
Forsyth.....	186,926.95	165,881.11	102,832.95	57,882.86	2,249.01	2,916.29	21,045.84
Rural.....	84,577.16	63,657.44	41,670.17	17,528.53	2,057.45	2,401.29	20,919.72
Winston.....	98,581.41	98,581.41	58,422.78	39,967.07	191.56		
Kernersville.....	3,768.38	3,642.26	2,740.00	387.26		515.00	126.12
Franklin.....	61,374.44	53,276.80	38,278.49	12,024.65	2,281.66	692.00	8,097.64
Rural.....	42,304.84	37,422.69	26,158.49	9,470.29	1,793.91		4,882.15
Franklinton.....	7,201.24	6,475.83	4,290.00	1,550.63	43.29	592.00	725.41
Louisburg.....	8,541.39	6,397.69	5,475.00	622.80	299.89		2,143.70
Youngsville.....	3,326.97	2,980.59	2,355.00	380.93	144.66	100.00	346.38
Gaston.....	120,267.02	109,397.59	60,915.98	42,682.08	2,638.73	3,160.80	10,869.43
Rural.....	58,941.51	58,863.92	39,126.08	14,333.49	2,638.73	2,765.62	77.59
Gastonia.....	30,237.36	23,577.26	17,978.32	5,898.94			6,660.10
Bessemer City.....	31,088.15	26,956.41	4,111.58	22,449.65		395.18	4,131.74
Gates.....	24,559.68	24,213.41	16,119.90	5,340.44	1,175.26	1,577.81	346.27
Graham.....	8,103.75	7,699.88	5,117.94	1,023.23	332.50	1,226.21	403.87
Granville.....	72,689.72	76,658.58	39,280.56	13,396.00	2,494.87	21,487.15	*3,968.86
Rural.....	41,081.74	45,813.52	32,046.81	10,116.58	2,013.28	1,636.85	*1,761.78
Oxford.....	31,607.98	30,845.06	7,233.75	3,279.42	481.59	19,859.30	762.92
Greene.....	22,354.01	20,861.33	14,734.58	5,250.80	875.95		1,492.68
Guilford.....	289,807.62	286,570.62	134,866.02	78,166.09	3,359.91	70,178.60	3,237.00
Rural.....	111,911.02	109,747.95	67,900.22	19,024.93	3,116.41	19,706.39	2,163.07
Greensboro.....	66,127.99	66,105.26	41,317.55	5,644.24		19,143.47	22.73

*Deficit.

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money, etc.	Balance on Hand.
High Point.....	\$104,724.73	\$103,737.12	\$ 22,303.25	\$ 51,693.87	\$ 240.00	\$29,500.00	\$ 987.61
Guilford College.....	2,659.53	2,630.01	1,365.00	765.01	-----	500.00	29.52
Gibsonville.....	4,384.35	4,350.28	1,980.00	1,038.04	3.50	1,328.74	34.07
Halifax.....	110,983.93	80,755.72	44,167.09	13,487.55	3,659.74	19,441.34	30,228.21
Rural.....	54,456.21	32,319.10	23,912.54	5,923.12	2,476.72	6.72	22,137.11
Scotland Neck.....	27,188.63	27,188.63	5,385.00	3,308.63	60.38	18,434.62	-----
Weldon.....	7,566.38	7,717.35	5,233.80	1,758.55	225.00	500.00	*150.97
Enfield.....	13,933.66	5,694.09	3,980.00	773.19	440.90	500.00	8,239.57
Roanoke Rapids.....	7,839.05	7,836.55	5,655.75	1,724.06	456.74	-----	2.50
Harnett.....	49,131.00	47,213.63	33,092.76	9,079.61	2,188.56	2,852.70	1,917.37
Rural.....	38,061.64	36,631.56	26,351.76	8,102.13	2,174.97	2.70	1,430.08
Dunn.....	11,069.36	10,582.07	6,741.00	977.48	13.59	2,850.00	487.29
Haywood.....	45,716.18	41,867.86	29,879.45	5,966.42	985.75	5,036.24	3,848.32
Rural.....	23,298.38	20,219.31	17,449.45	1,860.19	909.67	-----	3,079.07
Waynesville.....	14,449.34	14,449.34	5,950.00	3,413.10	50.00	5,036.24	-----
Canton.....	7,968.46	7,199.21	6,480.00	693.13	26.08	-----	769.25
Henderson.....	49,368.89	46,969.44	21,632.94	5,946.45	1,248.32	18,141.73	2,399.45
Rural.....	41,648.73	39,442.90	16,107.94	4,744.91	1,248.32	17,341.73	2,205.83
Hendersonville.....	7,720.16	7,526.54	5,525.00	1,201.54	-----	800.00	193.62
Hertford.....	22,526.13	22,042.76	16,517.45	3,265.18	1,780.49	680.45	282.56
Hoke.....	22,837.18	21,226.98	15,577.18	4,844.52	784.24	21.04	1,670.20
Hyde.....	26,650.85	21,620.72	15,869.88	2,811.78	974.68	1,904.38	5,030.13
Iredell.....	77,327.83	87,049.02	54,973.75	19,473.38	3,090.39	9,511.50	*9,721.19
Rural.....	48,767.71	60,551.34	38,147.50	15,416.00	2,487.84	4,500.00	*11,783.63
Mooresville.....	12,387.15	11,948.24	6,477.50	2,582.99	376.25	2,511.50	438.91
Statesville.....	16,172.97	14,549.44	10,348.75	1,474.39	226.30	2,500.00	1,623.53
Jackson.....	39,146.27	29,309.42	20,781.67	7,340.18	1,092.37	95.20	9,836.85
Johnston.....	105,420.31	101,847.88	65,958.52	25,341.09	8,311.48	2,236.79	3,572.43
Rural.....	85,739.84	84,864.01	53,773.52	23,026.07	8,064.42	-----	875.83
Selma.....	9,752.11	9,752.11	6,465.00	930.00	145.00	2,212.11	-----
Smithfield.....	9,928.36	7,231.76	5,720.00	1,385.02	102.06	24.68	2,696.60
Jones.....	20,056.77	15,402.79	12,335.13	2,281.50	786.16	-----	4,653.98
Lee.....	35,594.71	32,585.16	21,873.95	5,666.42	1,855.59	3,189.20	3,009.55
Rural.....	19,044.99	16,214.44	12,723.95	2,753.59	733.20	3.70	2,830.55
Sanford.....	10,137.91	10,083.26	5,872.50	2,090.54	113.71	2,006.51	54.65
Jonesboro.....	6,411.81	6,287.46	3,277.50	822.29	1,008.68	1,178.99	124.35
Lenoir.....	56,925.07	52,791.00	34,991.91	9,413.36	1,941.20	6,444.53	4,134.07
Rural.....	28,330.94	27,907.89	18,418.76	5,839.40	1,349.73	2,300.00	423.05
Kinston.....	23,810.66	20,241.04	13,333.15	2,500.46	487.90	3,919.53	3,569.62
LaGrange.....	4,783.47	4,642.07	3,240.00	1,073.50	103.57	225.00	141.40
Lincoln.....	33,587.63	32,902.59	24,867.25	4,870.57	1,139.21	2,025.56	685.04
Rural.....	25,649.91	24,906.13	19,042.25	2,699.11	1,139.21	2,025.56	743.78
Lincolnton.....	7,937.72	7,996.46	5,825.00	2,171.46	-----	-----	*58.74
Macon.....	24,763.48	21,183.26	17,782.56	2,111.39	1,289.31	-----	3,580.22
Madison.....	33,709.38	33,020.29	20,889.42	4,282.39	1,003.44	6,845.04	689.09
Martin.....	62,480.72	36,355.73	24,880.36	8,527.48	1,147.89	1,800.00	26,124.99
Rural.....	51,144.74	24,568.72	18,228.36	5,294.29	1,046.07	-----	26,576.02
Williamston.....	6,273.92	6,942.95	3,668.00	1,373.13	101.82	1,800.00	*669.03
Robersonville.....	5,062.06	4,844.06	2,984.00	1,860.06	-----	-----	218.00
McDowell.....	63,401.71	61,985.82	27,265.93	19,132.23	2,534.38	13,053.28	1,415.89
Rural.....	35,060.70	33,608.08	19,950.93	2,522.36	2,381.51	8,753.28	1,452.62
Marion.....	25,967.70	26,201.70	5,429.00	16,319.83	152.87	4,300.00	*234.00
Old Fort.....	2,373.31	2,176.04	1,886.00	290.04	-----	-----	197.27

*Deficit.

EXPENDITURES, 1913-1914

109

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money, etc.	Balance on Hand.
Mecklenburg.....	\$215,376.94	\$214,646.71	\$122,724.64	\$ 41,263.79	\$9,607.36	\$41,050.92	\$ 730.23
Rural.....	101,092.28	100,886.16	55,557.69	28,616.72	7,160.83	9,550.92	206.12
Charlotte.....	114,284.66	113,760.55	67,166.95	12,647.07	2,446.53	31,500.00	524.11
Mitchell.....	18,341.46	17,451.07	12,942.59	2,001.91	835.09	1,671.48	890.39
Montgomery.....	56,143.38	49,979.24	20,532.90	28,599.68	846.66	-----	6,164.14
Rural.....	22,697.99	19,827.94	16,652.90	2,339.92	835.12	-----	2,870.05
Troy.....	33,445.39	30,151.30	3,880.00	26,259.76	11.54	-----	3,294.09
Moore.....	61,985.48	50,797.46	33,195.82	15,142.25	1,659.39	800.00	11,188.02
Rural.....	35,208.86	30,387.15	25,173.82	3,787.29	1,426.01	-----	4,821.71
Carthage.....	5,212.69	5,294.28	3,790.00	1,489.83	14.45	-----	*81.59
Southern Pines.....	4,169.65	3,538.46	2,112.00	407.56	218.90	800.00	631.19
Aberdeen.....	17,394.28	11,577.57	2,120.00	9,457.57	-----	-----	5,816.71
Nash.....	105,347.43	90,944.88	60,146.88	26,469.64	2,560.14	1,768.22	14,402.55
Rural.....	65,594.47	56,712.76	36,994.95	16,756.53	2,267.59	693.69	8,881.71
Rocky Mount.....	34,835.57	29,341.29	19,633.18	8,525.03	292.55	890.53	5,494.28
Spring Hope.....	4,917.39	4,890.83	3,518.75	1,188.08	-----	184.00	26.56
New Hanover.....	255,017.29	153,660.67	58,638.91	72,895.54	2,655.82	19,470.40	101,356.62
Rural.....	138,597.84	37,241.22	12,818.75	3,041.24	1,900.83	19,470.40	101,356.62
Wilmington.....	116,419.45	116,419.45	45,820.16	69,854.30	744.99	-----	-----
Northampton.....	45,202.88	46,114.51	33,099.30	10,197.75	2,667.46	150.00	*911.63
Onslow.....	35,177.79	34,823.89	26,715.98	6,207.85	1,280.06	620.00	353.90
Orange.....	41,233.83	40,498.61	25,409.20	6,304.70	1,663.81	7,120.90	735.22
Rural.....	34,469.23	33,737.49	21,330.45	5,786.77	1,591.37	5,028.90	731.74
Chapel Hill.....	6,764.60	6,761.12	4,078.75	517.93	72.44	2,092.00	3.48
Pamlico.....	27,370.40	25,593.06	15,868.35	7,465.70	2,259.01	70.00	1,707.34
Pasquotank.....	47,257.31	46,935.91	26,278.84	12,759.39	1,644.27	6,253.41	321.40
Rural.....	15,727.54	15,710.97	9,281.45	5,313.07	1,113.04	3.41	16.57
Elizabeth City.....	31,529.77	31,224.94	16,997.39	7,446.32	531.23	6,250.00	304.83
Pender.....	39,195.20	37,628.75	23,944.12	12,471.79	1,150.06	62.78	1,566.45
Perquimans.....	23,836.08	21,796.58	14,766.97	6,112.39	692.85	224.37	2,039.50
Rural.....	15,965.17	14,268.10	9,256.47	4,318.78	692.85	-----	1,697.07
Hertford.....	7,870.91	7,528.48	5,510.50	1,793.61	-----	224.37	342.43
Person.....	31,837.13	30,036.03	24,174.30	3,458.48	697.31	1,705.94	1,801.10
Rural.....	24,470.46	22,510.55	17,908.25	2,217.47	678.89	1,705.94	1,959.91
Roxboro.....	7,366.67	7,525.48	6,266.05	1,241.01	18.42	-----	*158.81
Pitt.....	84,460.15	83,526.64	52,161.43	10,868.17	1,797.06	18,699.98	933.51
Rural.....	68,802.96	69,310.57	43,233.67	8,801.53	1,675.39	15,599.98	*507.61
Greenville.....	15,657.19	14,216.07	8,927.76	2,066.64	121.67	3,100.00	1,441.12
Polk.....	12,949.73	12,679.83	9,746.38	1,629.98	788.19	515.28	269.90
Randolph.....	59,041.95	56,575.87	35,565.19	18,020.80	1,884.48	1,105.40	2,466.08
Rural.....	37,749.71	35,342.11	28,093.19	5,442.76	1,800.76	5.40	2,407.60
Asheboro.....	6,899.05	6,899.05	4,952.00	1,402.95	44.10	590.00	-----
Randleman.....	14,393.19	14,334.71	2,520.00	11,175.09	39.62	600.00	58.48
Richmond.....	68,248.37	58,310.85	34,000.91	21,943.36	1,384.12	982.46	9,937.52
Rural.....	34,485.67	30,542.97	20,549.66	8,681.06	1,304.85	7.40	3,942.70
Rockingham.....	16,780.35	10,839.43	7,603.75	2,555.68	-----	680.00	5,940.92
Hamlet.....	16,982.35	16,928.45	5,847.50	10,706.62	79.27	205.06	53.90
Robeson.....	93,129.96	93,759.18	71,963.31	17,284.83	4,246.25	264.79	*629.22
Rural.....	80,393.62	81,147.10	62,457.06	14,426.57	4,139.15	124.32	*753.48
Muxton.....	5,803.99	5,744.36	4,170.00	1,501.36	70.00	-----	59.63
Lumberton.....	6,932.35	6,867.72	5,336.25	1,353.90	37.10	140.47	64.63

*Deficit.

EXPENDITURES, 1913-1914

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures.	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money, etc.	Balance on Hand.
Rockingham.....	\$ 70,413.24	\$ 73,557.46	\$ 53,296.25	\$ 17,660.82	\$1,398.34	\$1,202.05	*\$3,144.22
Rural.....	58,823.13	60,475.05	44,141.00	15,134.18	1,197.82	2.05	*1,651.92
Reidsville.....	11,590.11	13,082.41	9,155.25	2,526.64	200.52	1,200.00	*1,492.30
Rowan.....	83,878.05	72,990.04	50,535.78	14,749.93	1,752.33	5,952.00	10,883.01
Rural.....	50,171.52	49,231.23	31,212.40	11,576.07	1,442.76	5,000.00	940.29
Salisbury.....	19,608.28	19,608.28	15,734.50	2,623.93	297.85	952.00	-----
Spencer.....	14,008.25	4,150.53	3,588.88	549.93	11.72	-----	9,947.72
Rutherford.....	42,197.91	35,872.50	29,267.92	5,219.90	805.40	579.28	6,325.41
Rural.....	38,797.11	32,492.27	26,884.12	4,798.72	805.40	4.03	6,304.84
Rutherfordton.....	3,400.80	3,380.23	2,383.80	421.18	-----	575.25	20.57
Sampson.....	57,858.72	57,508.82	40,987.17	9,706.35	5,610.48	1,204.82	349.90
Rural.....	52,192.07	51,842.17	36,247.17	8,936.72	5,535.23	1,123.05	349.90
Clinton.....	5,666.65	5,666.65	4,740.00	769.63	75.25	81.77	-----
Scotland.....	31,137.39	30,536.33	22,106.69	7,188.71	1,240.93	-----	601.06
Rural.....	20,095.47	20,045.67	15,249.19	3,756.74	1,039.74	-----	49.80
Laurinburg.....	11,041.92	10,490.66	6,857.50	3,431.97	201.19	-----	551.26
Stanly.....	30,633.40	28,075.71	23,687.11	3,374.23	926.50	87.87	2,557.69
Rural.....	25,559.41	23,109.63	19,124.61	2,970.65	926.50	87.87	2,449.78
Albemarle.....	5,073.99	4,966.08	4,562.50	403.58	-----	-----	107.91
Stokes.....	35,702.60	30,378.71	23,859.69	5,204.08	1,314.04	.90	5,323.89
Surry.....	57,139.76	54,646.37	39,854.09	8,763.83	1,556.54	4,471.91	2,493.39
Rural.....	42,180.77	40,547.74	29,719.09	6,147.54	1,479.02	3,202.09	1,633.03
Mt. Airy.....	12,304.49	11,531.69	7,755.00	2,429.35	77.52	1,269.82	772.80
Elkin.....	2,654.50	2,566.94	2,380.00	186.94	-----	-----	87.56
Swain.....	24,361.72	24,203.69	15,925.25	7,068.59	862.92	346.93	158.03
Transylvania.....	33,499.75	22,525.02	14,339.82	3,885.82	896.17	3,403.08	10,974.73
Tyrrell.....	12,350.19	12,149.93	9,289.53	1,873.72	463.76	522.92	200.26
Union.....	73,716.31	73,035.64	53,994.21	6,419.67	2,323.56	10,298.20	680.67
Rural.....	59,139.82	58,688.02	43,754.36	5,311.90	2,323.56	7,298.20	451.80
Monroe.....	14,576.49	14,347.62	10,239.85	1,107.77	-----	3,000.00	228.87
Vance.....	47,292.61	43,562.81	30,532.34	9,689.23	3,208.93	132.31	3,729.80
Rural.....	27,115.77	23,905.08	16,437.34	5,301.14	2,166.60	-----	3,210.69
Henderson.....	20,176.84	19,657.73	14,095.00	4,388.09	1,042.33	132.31	519.11
Wake.....	259,320.51	256,691.84	119,236.66	107,491.70	16,375.09	13,588.39	2,628.67
Rural.....	178,082.17	181,422.00	63,500.46	95,074.92	9,558.23	13,288.39	*3,339.83
Raleigh.....	81,238.34	75,269.84	55,736.20	12,416.78	6,816.86	300.00	5,968.50
Warren.....	36,435.03	34,142.87	24,510.71	7,509.08	2,117.33	5.75	2,292.16
Washington.....	25,400.46	23,994.67	16,865.03	3,251.66	819.10	3,058.88	1,405.79
Rural.....	16,006.56	16,005.87	9,687.53	2,663.03	746.43	2,908.88	.69
Roper.....	3,051.79	2,905.07	2,805.00	117.40	72.67	-----	56.72
Plymouth.....	6,342.11	4,933.73	4,372.50	471.23	-----	150.00	1,348.38
Watauga.....	18,003.10	14,919.43	13,496.11	109.56	440.94	872.82	3,083.67
Wayne.....	133,355.26	102,829.10	60,341.60	31,527.38	3,076.13	7,883.99	30,526.16
Rural.....	49,691.56	46,151.72	31,017.61	8,569.89	2,784.22	3,780.00	3,539.84
Goldsboro.....	70,091.14	43,617.28	19,938.99	21,340.39	283.91	2,053.99	26,473.86
Mt. Olive.....	8,954.01	8,441.55	5,360.00	1,323.55	8.00	1,750.00	512.46
Fremont.....	4,618.55	4,618.55	4,025.00	293.55	-----	300.00	-----
Wilkes.....	86,240.30	81,366.65	42,692.07	38,745.53	1,769.00	1,164.00	1,869.65
Rural.....	52,793.67	51,718.82	37,790.82	11,999.00	1,769.00	164.00	1,070.85
North Wilkesboro.....	33,446.63	32,647.83	4,901.25	26,746.58	-----	1,000.00	798.80
Wilson.....	102,957.29	85,460.85	44,312.71	34,764.27	1,483.01	4,900.86	17,496.44
Rural.....	35,238.14	32,203.88	21,498.74	9,122.13	1,335.01	248.00	3,034.26
Wilson.....	57,315.73	43,331.35	17,426.47	23,766.88	138.00	2,000.00	13,984.38

*Deficit.

TABLE IV. SUMMARY OF EXPENDITURES—Continued.

	Total Fund.	Total Expendi- tures	Spent for Teaching and Super- vision.	Spent for Build- ings and Sup- plies.	Spent for Admin- istration.	Bor- rowed Money, etc.	Balance on Hand.
Lucama.....	\$ 5,607.84	\$ 5,278.12	\$ 2,470.00	\$ 245.26	\$ 10.00	\$2,552.86	\$ 320.72
Elm City.....	4,795.58	4,647.50	2,917.50	1,630.00	-----	100.00	148.08
Yadkin.....	25,297.70	21,775.15	19,193.23	1,539.94	913.14	128.84	3,522.55
Yancey.....	20,328.88	20,596.52	14,316.75	3,629.55	2,659.22	-----	*267.64
North Carolina.....	6,119,602.72	5,566,992.89	3,428,227.94	1,412,712.43	218,411.56	507,641.01	552,609.83
Rural.....	4,012,488.86	3,622,509.26	2,408,745.02	790,379.45	186,764.72	236,620.07	389,979.60
City.....	2,107,113.86	1,944,483.63	1,019,482.92	622,332.98	31,646.81	271,020.94	162,630.23

*Deficit.

TABLE V. SPENT FOR TEACHING AND SUPERVISION, 1913-1914.

This table shows the amount of money expended for teaching and supervision; and a comparison with the total amount spent for schools.

SUMMARY OF TABLE V AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
All expenditures, 1913-'14.....	\$3,622,509.26	\$1,944,483.63	\$ 5,566,992.89
All expenditures, 1912-'13.....	2,878,117.78	1,496,465.72	4,374,583.50
For supervision (superintendents), 1913-'14.....	105,327.50	131,174.60	236,502.10
For supervision (superintendents), 1912-'13.....	94,849.97	126,238.00	221,087.97
Increase.....	10,477.53	4,936.60	15,414.13
White teachers, 1913-'14.....	1,963,098.10	744,512.91	2,707,611.01
White teachers, 1912-'13.....	1,688,330.18	663,318.87	2,351,649.05
Increase.....	274,767.92	81,194.04	355,961.96
Colored teachers, 1913-'14.....	340,319.42	143,795.41	484,114.83
Colored teachers, 1912-'13.....	262,089.52	122,062.01	384,151.53
Increase.....	78,229.90	21,733.40	99,963.30
Total spent for teaching and supervision, 1913-'14.....	2,408,745.02	1,019,482.92	3,428,227.94
Total spent for teaching and supervision, 1912-'13.....	2,045,269.67	911,618.88	2,956,888.55
Increase.....	363,475.35	107,864.04	471,339.39
Percentage spent for teaching and supervision, 1913-'14.....	66.50	52.50	61.10
Percentage spent for teaching and supervision, 1912-'13.....	71.06	60.95	67.59
Increase.....	* 4.56	* 8.45	* 6.49
Percentage spent for supervision alone, 1913-'14.....	2.9	6.75	4.20
Percentage spent for supervision alone, 1912-'13.....	3.3	8.44	6.75
Increase.....	* .4	* 1.69	* 2.55
Average salary of superintendents, 1913-'14.....	\$ 1,041.27	\$ 1,261.29	\$ 1,153.44
Average salary of superintendents, 1912-'13.....	948.99	1,249.88	1,105.44
Increase.....	92.28	11.41	48.00

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Alamance.....	\$ 5,475.00	\$ 31,203.06	\$ 5,679.58	\$ 42,357.64
Rural.....	1,375.00	16,834.31	3,982.08	22,191.39
Burlington.....	1,500.00	7,650.00	560.00	9,710.00
Graham.....	1,100.00	3,718.75	467.50	5,286.25
Haw River.....	700.00	1,400.00	150.00	2,250.00
Mebane.....	800.00	1,600.00	520.00	2,920.00
Alexander.....	510.00	13,574.33	1,126.65	15,210.98
Alleghany.....	500.00	9,651.93	300.00	10,451.93
Anson.....	2,700.00	24,773.13	5,575.39	33,048.52
Rural.....	1,200.00	20,058.13	5,080.39	26,338.52
Wadesboro.....	1,500.00	4,715.00	495.00	6,710.00
Ashe.....	650.00	18,570.02	701.00	19,921.02
Avery.....	941.33	10,462.37	233.98	11,637.68
Beaufort.....	3,655.00	37,228.19	8,200.25	49,083.44
Rural.....	1,400.00	23,752.64	4,790.25	29,942.89
Washington.....	1,375.00	10,781.25	2,617.50	14,773.75
Belhaven.....	880.00	2,694.30	792.50	4,366.80
Bertie.....	2,980.00	20,371.55	8,177.14	31,528.69
Rural.....	1,280.00	17,369.05	7,677.14	26,326.19
Windsor.....	800.00	1,600.00	500.00	2,900.00
Aulander.....	900.00	1,402.50	-----	2,302.50

*Decrease.

TABLE V. SPENT FOR TEACHING AND SUPERVISION—Continued.

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Bladen.....	\$ 900.00	\$ 20,351.68	\$ 5,925.45	\$ 27,177.13
Brunswick.....	710.00	10,520.27	4,267.00	15,497.27
Buncombe.....	4,317.38	89,553.98	10,019.60	103,890.96
Rural.....	1,800.00	46,667.30	2,482.10	50,949.40
Asheville.....	2,517.38	42,886.68	7,537.50	52,941.56
Burke.....	2,200.00	19,162.76	1,792.50	23,155.26
Rural.....	1,000.00	13,909.00	1,250.00	16,159.00
Morganton.....	1,200.00	5,253.76	542.50	6,996.26
Cabarrus.....	2,820.83	31,820.87	4,047.38	38,689.08
Rural.....	1,325.00	19,670.87	2,327.38	23,323.25
Concord.....	1,495.83	12,150.00	1,720.00	15,365.83
Caldwell.....	2,763.76	24,221.00	2,143.22	29,127.98
Rural.....	863.76	17,012.50	1,633.22	19,509.48
Lenoir.....	1,200.00	5,846.50	510.00	7,556.50
Granite.....	700.00	1,362.00	-----	2,062.00
Camden.....	325.50	8,015.98	1,977.97	10,319.45
Carteret.....	2,500.00	18,765.40	1,828.50	23,093.90
Rural.....	500.00	12,331.40	708.50	13,539.90
Beaufort.....	1,000.00	2,064.00	360.00	3,424.00
Morehead City.....	1,000.00	4,370.00	760.00	6,130.00
Caswell.....	1,262.50	10,878.37	4,238.35	16,379.22
Rural.....	812.50	10,128.37	3,938.35	14,879.22
Pelham.....	450.00	750.00	300.00	1,500.00
Catawba.....	3,400.00	34,318.08	3,315.89	41,033.97
Rural.....	1,200.00	24,843.08	2,125.89	28,168.97
Hickory.....	1,200.00	5,960.00	840.00	8,000.00
Newton.....	1,000.00	3,515.00	350.00	4,865.00
Chatham.....	900.00	20,193.15	4,198.46	25,291.61
Cherokee.....	2,685.00	19,287.61	230.00	22,202.61
Rural.....	560.00	14,002.61	230.00	14,792.61
Andrews.....	1,000.00	1,805.00	-----	2,805.00
Murphy.....	1,125.00	3,480.00	-----	4,605.00
Chowan.....	2,158.50	9,817.33	3,176.74	15,152.57
Rural.....	658.50	5,947.33	2,951.74	9,557.57
Edenton.....	1,500.00	3,870.00	225.00	5,595.00
Clay.....	300.00	5,011.20	100.00	5,411.20
Cleveland.....	3,517.00	34,711.49	3,706.82	41,935.31
Rural.....	1,417.00	26,935.34	2,949.82	31,302.16
Shelby.....	1,200.00	4,892.65	595.00	6,687.65
Kings Mountain.....	900.00	2,883.50	162.00	3,945.50
Columbus.....	1,375.00	42,459.70	6,334.45	50,169.15
Craven.....	3,600.00	37,903.00	7,597.75	49,100.75
Rural.....	1,800.00	20,553.41	4,146.50	26,499.91
New Bern.....	1,800.00	17,349.59	3,451.25	22,600.84
Cumberland.....	3,800.00	34,338.50	7,271.03	45,409.53
Rural.....	1,500.00	22,644.31	4,671.03	28,815.34
Fayetteville.....	1,600.00	10,679.19	2,600.00	14,879.19
Hope Mills.....	700.00	1,015.00	-----	1,715.00
Currituck.....	350.00	12,099.54	3,235.98	15,685.52
Dare.....	466.50	8,575.75	486.76	9,529.01
Davidson.....	3,600.00	36,101.50	4,638.64	44,340.14
Rural.....	1,200.00	26,881.42	3,375.82	31,457.24
Lexington.....	1,200.00	5,080.00	580.00	6,860.00
Thomasville.....	1,200.00	4,140.08	682.82	6,022.90
Davie.....	1,400.00	14,378.82	1,937.08	17,715.90
Rural.....	500.00	13,058.82	1,577.08	15,135.90
Mocksville.....	900.00	1,320.00	360.00	2,580.00

TABLE V. SPENT FOR TEACHING AND SUPERVISION—Continued.

	Superintendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Duplin.....	\$ 1,200.00	\$ 26,558.62	\$ 5,869.47	\$ 33,628.09
Durham.....	4,116.66	71,100.50	15,928.39	91,145.55
Rural.....	2,366.66	23,063.45	3,200.48	33,630.59
Durham.....	1,750.00	43,037.05	12,727.91	57,514.96
Edgecombe.....	3,000.00	29,459.69	7,446.66	39,906.35
Rural.....	1,500.00	19,733.53	5,506.70	26,740.28
Tarboro.....	1,500.00	9,726.11	1,909.96	13,166.07
Forsyth.....	4,675.00	83,440.08	14,717.87	102,832.95
Rural.....	1,475.00	34,877.30	5,317.87	41,670.17
Winston.....	2,400.00	46,902.78	9,120.00	58,422.78
Kernersville.....	800.00	1,660.00	280.00	2,740.00
Franklin.....	4,870.00	26,561.77	6,846.72	38,278.49
Rural.....	1,620.00	19,341.77	5,196.72	26,158.49
Franklington.....	1,250.00	2,520.00	520.00	4,290.00
Louisburg.....	1,200.00	3,420.00	855.00	5,475.00
Youngsville.....	800.00	1,230.00	275.00	2,355.00
Gaston.....	5,293.76	51,475.97	4,146.25	60,915.98
Rural.....	2,050.00	34,217.33	2,858.75	39,126.08
Gastonia.....	1,730.63	14,947.64	1,000.00	17,678.32
Bessemer City.....	1,513.03	2,311.00	287.50	4,111.58
Gates.....	837.16	11,663.34	3,614.40	16,119.90
Graham.....	330.00	4,737.94	-----	5,117.94
Granville.....	2,850.00	29,046.69	7,383.87	39,280.56
Rural.....	1,550.00	24,232.94	6,213.87	32,046.81
Oxford.....	1,300.00	4,763.75	1,170.00	7,233.75
Greene.....	876.00	11,065.05	2,793.53	14,734.58
Guilford.....	7,138.80	110,336.22	17,391.00	134,866.02
Rural.....	2,437.50	57,756.72	7,706.00	67,900.22
Greensboro.....	2,400.00	31,927.55	6,990.00	41,317.35
High Point.....	1,776.30	17,931.95	2,545.00	22,303.25
Guilford College.....	-----	1,365.00	-----	1,365.00
Gibsonville.....	525.00	1,305.00	150.00	1,930.00
Halifax.....	6,321.63	27,038.77	10,806.64	44,167.09
Rural.....	1,641.63	13,764.36	8,506.50	23,912.54
Scotland Neck.....	1,130.00	3,645.00	610.00	5,385.00
Weldon.....	1,350.00	3,209.91	673.89	5,233.80
Enfield.....	950.00	2,390.00	640.00	3,980.00
Roanoke Rapids.....	1,250.00	4,029.50	376.25	5,655.75
Harnett.....	2,400.00	27,024.52	3,668.24	33,092.76
Rural.....	1,200.00	21,973.52	3,178.24	26,351.76
Dunn.....	1,200.00	5,051.00	490.00	6,741.00
Haywood.....	3,000.00	25,704.45	1,175.00	29,879.45
Rural.....	600.00	16,749.45	100.00	17,449.45
Waynesville.....	1,200.00	3,990.00	760.00	5,950.00
Canton.....	1,200.00	4,065.00	315.00	6,450.00
Henderson.....	2,200.00	17,784.03	1,648.91	21,632.94
Rural.....	1,000.00	14,029.03	1,078.91	16,107.94
Hendersonville.....	1,200.00	3,755.00	570.00	5,525.00
Hertford.....	750.00	10,478.97	5,288.48	16,517.45
Hoke.....	1,072.00	11,425.00	3,030.18	15,577.18
Hyde.....	560.63	11,027.52	4,281.63	15,869.88
Iredell.....	4,251.53	44,991.32	5,730.90	54,973.75
Rural.....	1,441.53	32,875.07	3,830.90	38,147.50
Mooresville.....	1,100.00	4,637.50	720.00	6,477.50
Statesville.....	1,710.00	7,458.75	1,180.00	10,348.75
Jackson.....	972.00	19,318.67	491.00	20,781.67

TABLE V. SPENT FOR TEACHING AND SUPERVISION—Continued.

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Johnston.....	\$ 4,287.46	\$ 55,171.15	\$ 6,499.91	\$ 65,958.52
Rural.....	1,737.46	46,881.15	5,154.91	53,773.52
Selma.....	1,200.00	4,590.00	675.00	6,465.00
Smithfield.....	1,350.00	3,700.00	670.00	5,720.00
Jones.....	545.00	9,121.63	2,668.50	12,335.13
Lee.....	3,562.50	15,579.12	2,732.33	21,873.95
Rural.....	900.00	9,091.62	2,732.33	12,723.95
Sanford.....	1,462.50	4,410.00	-----	5,872.50
Jonesboro.....	1,200.00	2,077.50	-----	3,277.50
Lenoir.....	3,610.00	25,644.66	5,707.25	34,961.91
Rural.....	1,200.00	13,611.51	3,607.25	18,418.76
Kinston.....	1,800.00	9,873.15	1,660.00	13,333.15
LaGrange.....	610.00	2,160.00	440.00	3,240.00
Lincoln.....	2,085.00	20,591.95	2,190.30	24,867.25
Rural.....	785.00	16,821.95	1,435.30	19,042.25
Lincolnton.....	1,300.00	3,770.00	755.00	5,825.00
Macon.....	360.00	17,031.56	391.00	17,782.56
Madison.....	1,000.00	19,509.42	380.00	20,889.42
Martin.....	3,200.00	16,207.01	5,473.35	24,880.36
Rural.....	1,075.00	12,841.26	4,312.10	18,228.36
Williamston.....	1,125.00	1,661.75	881.25	3,668.00
Robersonville.....	1,000.00	1,704.00	280.00	2,984.00
McDowell.....	3,415.00	22,340.43	1,510.50	27,265.93
Rural.....	1,320.00	17,120.43	1,510.50	19,950.93
Marion.....	1,375.00	4,054.00	-----	5,429.00
Old Fort.....	720.00	1,166.00	-----	1,886.00
Mecklenburg.....	4,118.38	101,021.93	17,584.33	122,724.64
Rural.....	2,018.34	47,290.59	6,248.76	55,557.69
Charlotte.....	2,100.04	53,731.34	11,335.57	67,166.95
Mitchell.....	304.35	12,525.84	112.50	12,942.69
Montgomery.....	1,400.00	14,896.91	4,235.99	20,532.90
Rural.....	400.00	13,776.91	2,475.99	16,652.90
Troy.....	1,000.00	1,120.00	1,760.00	3,880.00
Moore.....	4,120.00	24,694.10	4,381.72	33,195.82
Rural.....	1,200.00	19,592.10	4,381.72	25,173.82
Carthage.....	1,000.00	2,790.00	-----	3,790.00
Southern Pines.....	800.00	1,312.00	-----	2,112.00
Aberdeen.....	1,120.00	1,000.00	-----	2,120.00
Nash.....	3,650.00	49,049.88	7,417.00	60,146.88
Rural.....	1,000.00	30,841.06	5,153.89	36,994.95
Rocky Mount.....	1,800.00	15,876.82	1,956.36	19,633.18
Spring Hope.....	880.00	2,332.00	306.75	3,518.75
New Hanover.....	3,337.50	41,953.41	13,348.00	58,638.91
Rural.....	1,200.00	7,362.00	4,256.75	12,818.75
Wilmington.....	2,137.50	34,591.41	9,091.25	45,820.16
Northampton.....	1,500.00	25,113.76	6,485.54	33,099.30
Onslow.....	900.00	22,370.32	3,445.66	26,715.98
Orange.....	1,900.00	19,279.37	4,229.83	25,409.20
Rural.....	900.00	16,200.62	4,229.83	21,330.45
Chapel Hill.....	1,000.00	3,078.75	-----	4,078.75
Pamlico.....	991.63	12,349.72	2,537.00	15,868.35
Pasquotank.....	2,400.00	18,863.24	5,010.60	26,273.84
Rural.....	600.00	6,248.35	2,333.10	9,281.45
Elizabeth City.....	1,800.00	12,519.89	2,677.50	16,997.39
Pender.....	900.00	17,911.07	5,133.05	23,944.12

TABLE V. SPENT FOR TEACHING AND SUPERVISION—*Continued.*

	Superintendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Perquimans.....	\$ 1,686.00	\$ 8,702.75	\$ 4,378.22	\$ 14,766.97
Rural.....	486.00	5,432.25	3,338.22	9,256.47
Hertford.....	1,200.00	3,270.50	1,040.00	5,510.50
Person.....	1,775.00	18,498.00	3,901.30	24,174.30
Rural.....	450.00	14,136.25	3,322.00	17,908.25
Roxboro.....	1,325.00	4,361.75	579.30	6,266.05
Pitt.....	3,066.66	42,510.81	6,583.96	52,161.43
Rural.....	1,666.66	36,205.06	5,361.95	43,233.67
Greenville.....	1,400.00	6,305.75	1,222.01	8,927.76
Polk.....	327.40	8,365.25	1,053.73	9,746.38
Randolph.....	2,409.17	29,969.45	3,186.57	35,565.19
Rural.....	729.17	25,009.45	2,354.57	28,093.19
Asheboro.....	880.00	3,240.00	832.00	4,952.00
Randleman.....	800.00	1,720.00	-----	2,520.00
Richmond.....	4,441.00	24,709.89	4,850.02	34,000.91
Rural.....	1,091.00	15,932.39	3,526.27	20,549.66
Rockingham.....	2,000.00	4,882.50	721.25	7,603.75
Hamlet.....	1,350.00	3,895.00	602.50	5,847.50
Robeson.....	4,500.00	48,231.34	19,231.97	71,963.31
Rural.....	1,800.00	42,672.59	17,934.47	62,457.06
Maxton.....	1,200.00	2,430.00	540.00	4,170.00
Lumberton.....	1,500.00	3,128.75	707.50	5,336.25
Rockingham.....	2,512.50	42,617.19	8,166.56	53,296.25
Rural.....	1,500.00	36,346.44	6,294.56	44,141.00
Reidsville.....	1,012.50	6,270.75	1,872.00	9,155.25
Rowan.....	4,008.88	39,762.82	6,764.08	50,535.78
Rural.....	1,620.00	24,593.57	4,993.83	31,212.40
Salisbury.....	1,500.00	12,464.25	1,770.25	15,734.50
Spencer.....	888.88	2,700.00	-----	3,588.88
Rutherford.....	2,000.00	24,929.12	2,338.80	29,267.92
Rural.....	1,000.00	23,545.32	2,338.80	26,884.12
Rutherfordton.....	1,000.00	1,383.80	-----	2,383.80
Sampson.....	2,032.33	33,798.82	5,106.02	40,987.17
Rural.....	1,182.33	30,558.82	4,506.02	36,247.17
Clinton.....	900.00	3,240.00	600.00	4,740.00
Scotland.....	1,600.00	15,183.75	5,322.94	22,106.69
Rural.....	400.00	10,226.25	4,622.94	15,249.19
Laurinburg.....	1,200.00	4,957.50	700.00	6,857.50
Stanly.....	2,275.00	20,179.11	1,233.00	23,687.11
Rural.....	900.00	16,991.61	1,233.00	19,124.61
Albemarle.....	1,375.00	3,187.50	-----	4,562.50
Stokes.....	900.00	21,529.16	1,430.53	23,859.69
Surry.....	3,703.20	34,073.90	2,076.99	39,854.09
Rural.....	1,103.20	27,078.90	1,536.99	29,719.09
Mt. Airy.....	1,500.00	5,715.00	540.00	7,755.00
Elkin.....	1,100.00	1,280.00	-----	2,380.00
Swain.....	500.00	15,138.00	287.25	15,925.25
Transylvania.....	900.00	12,899.52	540.30	14,339.82
Tyrrell.....	311.70	7,427.90	1,549.90	9,289.53
Union.....	2,619.00	44,916.71	6,458.50	53,994.21
Rural.....	1,119.00	37,256.86	5,378.50	43,754.36
Monroe.....	1,500.00	7,659.85	1,080.00	10,239.85
Vance.....	3,450.00	20,910.25	6,172.09	30,532.34
Rural.....	1,500.00	11,635.25	3,302.09	16,437.34
Henderson.....	1,950.00	9,275.00	2,870.00	14,095.00

TABLE V. SPENT FOR TEACHING AND SUPERVISION—*Continued.*

	Superin- tendents.	White Teachers.	Colored Teachers.	Total for Teaching and Supervision.
Wake.....	\$ 5,500.00	\$ 91,451.08	\$ 22,285.58	\$ 119,236.66
Rural.....	13,200.00	49,442.20	10,858.26	63,500.46
Raleigh.....	2,300.00	42,008.88	11,427.32	55,736.20
Warren.....	1,125.00	16,675.82	6,709.89	24,510.71
Washington.....	2,550.60	10,025.13	4,289.30	16,865.03
Rural.....	350.60	6,298.38	3,038.55	9,687.53
Roper.....	1,000.00	1,280.00	525.00	2,805.00
Plymouth.....	1,200.00	2,446.75	725.75	4,372.50
Watauga.....	605.86	12,590.25	300.00	13,496.11
Wayne.....	5,554.91	43,932.93	10,853.76	60,341.60
Rural.....	1,500.00	24,006.70	5,510.91	31,017.61
Goldsboro.....	1,954.91	14,176.23	3,807.85	19,938.99
Mt. Olive.....	1,200.00	2,960.00	1,200.00	5,360.00
Fremont.....	900.00	2,790.00	335.00	4,025.00
Wilkes.....	3,000.00	36,874.07	2,818.00	42,692.07
Rural.....	1,800.00	33,612.82	2,378.00	37,790.82
North Wilkesboro.....	1,200.00	3,261.25	440.00	4,901.25
Wilson.....	4,850.00	30,668.83	8,793.88	44,312.71
Rural.....	1,500.00	16,499.78	3,498.96	21,498.74
Wilson.....	1,450.00	11,271.55	4,704.92	17,426.47
Lucama.....	800.00	1,410.00	260.00	2,470.00
Elm City.....	1,100.00	1,487.50	330.00	2,917.50
Yadkin.....	600.00	17,665.68	927.55	19,193.23
Yancey.....	522.50	13,527.25	267.00	14,316.75
North Carolina.....	236,502.10	2,707,611.01	484,114.83	3,428,227.94
Rural.....	105,327.50	1,963,098.10	340,319.42	2,408,745.02
City.....	131,174.60	744,512.91	143,795.41	1,019,482.92

†Includes salary of assistant.

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES, 1913-1914.

This table shows what was spent for the following: Fuel and janitors, furniture, libraries, supplies, schoolhouses (white), schoolhouses (colored), insurance and rent, and interest and sinking fund account.

SUMMARY OF TABLE VI AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Fuel and janitors, 1913-'14.....	\$ 57,889.36	\$ 87,030.90	\$ 144,920.26
Fuel and janitors, 1912-'13.....	45,096.24	85,305.53	130,361.77
Increase.....	12,793.12	1,725.37	14,558.49
Furniture, 1913-'14.....	81,372.69	33,410.26	114,782.95
Furniture, 1912-'13.....	58,176.12	20,822.15	78,998.27
Increase.....	23,196.57	12,588.11	35,784.68
Libraries, 1913-'14.....	9,432.19	4,109.33	13,541.52
Libraries, 1912-'13.....	12,833.85	2,642.81	15,476.66
Increase.....	*3,401.66	1,466.52	*1,935.14
Supplies, 1913-'14.....	25,946.76	46,474.80	72,421.56
Supplies, 1912-'13.....	18,653.10	28,631.51	47,284.61
Increase.....	7,293.66	17,843.29	25,136.95
Houses (white), 1913-'14.....	463,280.21	364,369.97	827,650.18
Houses (white), 1912-'13.....	320,339.66	133,658.63	453,993.29
Increase.....	142,940.55	230,711.34	373,651.89
Houses (colored), 1913-'14.....	44,263.52	30,142.13	74,405.65
Houses (colored), 1912-'13.....	38,009.13	23,204.14	61,213.27
Increase.....	6,254.39	6,937.99	13,192.38
Insurance and rent, 1913-'14.....	14,666.42	7,548.51	22,214.93
Insurance and rent, 1912-'13.....	11,307.90	10,209.16	21,517.06
Increase.....	3,358.52	*2,660.65	697.87
Interest, loan fund, etc., 1913-'14.....	93,528.30	49,247.08	142,775.38
Interest, loan fund, etc., 1912-'13.....	83,832.26	43,253.41	127,085.67
Increase.....	9,696.04	5,993.67	15,689.71
Total for buildings and supplies, 1913-'14.....	790,379.45	622,332.98	1,412,712.43
Total for buildings and supplies, 1912-'13.....	588,248.26	347,687.34	935,935.60
Increase.....	302,131.19	274,645.64	476,776.83
Percentage for buildings and supplies, 1913-'14.....	21.60	32	25.4
Percentage for buildings and supplies, 1912-'13.....	20.46	23.2	21.4
Increase.....	1.14	8.8	4

*Decrease.

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Build- ings, White.	New Build- ings, Colored.	Total.
Alamance.....	\$1,813.35	\$ 681.11	\$ 867.35	\$ 75.00	\$ 180.19	\$2,614.68	\$2,794.75	\$ 60.83	9,087.29
Rural.....	273.22	256.68	149.83	75.00		2,095.53	1,984.49		4,834.75
Burlington.....	858.00	165.47	292.57		64.00	200.00	659.21	53.83	2,293.08
Graham.....	379.83		348.87		50.00	247.15			1,025.85
Haw River.....	146.29	154.68	26.08		66.19	72.00	122.45		587.69
Mebane.....	156.04	104.28	50.00				28.60	7.00	345.92
Alexander.....	761.39	426.35	236.33	150.00	28.70	505.00	4,802.13	20.92	6,930.82
Alleghany.....	135.19	54.26	95.90	60.00		658.90	548.69		1,552.94
Anson.....	1,162.61	1,804.58	264.32	275.00	91.60	2,180.78	3,683.66	2,388.04	11,850.59
Rural.....	839.96	1,390.67	71.71	275.00	17.60	1,203.28	3,683.66	2,388.04	9,869.92
Wadesboro.....	322.65	413.91	192.61		74.00	977.50			1,980.67
Ashe.....	117.73	115.63		85.00		559.10	1,537.80	10.30	2,425.56
Avery.....	131.25	498.15	92.15	54.00	25.00	176.38	3,461.48		4,438.41
Beaufort.....	2,287.09	1,015.42	935.93		185.05	2,154.69	7,483.56	1,131.45	15,163.19
Rural.....	319.43	709.99	141.83		91.05	884.00	6,812.52	1,062.04	10,020.86
Washington.....	1,299.20	280.62	693.52		94.00	225.75	371.90	49.03	3,914.02
Belhaven.....	668.46	24.81	100.58			1,044.94	299.14	20.38	2,158.31
Bertie.....	1,521.22	486.17	474.19	45.00	160.20	1,285.20	2,557.17	2,451.11	8,980.26
Rural.....	871.23	486.17	314.82	45.00	90.70	715.20	2,527.57	2,451.11	7,501.80
Windsor.....	314.25		94.27		47.50	570.00	26.10		1,052.12
Aulander.....	335.74		65.10		22.00		3.50		426.34
Bladen.....	90.53	135.02	408.74	94.29	27.25	571.22	2,041.43	207.76	3,576.24
Brunswick.....		177.00		40.00		576.80	2,195.31	17.45	3,006.56
Buncombe.....	7,186.75	2,723.77	1,798.24	241.49	271.80	3,121.60	59,247.95	16,496.36	91,087.96
Rural.....	1,484.05	2,043.69	361.48	121.49	271.80	3,031.60	14,822.88	812.47	22,949.46
Asheville.....	5,702.70	680.08	1,436.76	120.00		90.00	44,425.07	15,633.89	68,138.50
Burke.....	1,352.73	1,280.54	210.64	30.00	179.60	2,175.92	7,138.64	235.00	12,603.07
Rural.....	725.00	671.00	83.00	30.00	179.60	341.04	2,176.84	235.00	4,441.48
Morganton.....	627.73	609.54	127.64			1,834.88	4,961.80		8,161.59
Cabarrus.....	1,552.00	1,197.22	568.34	180.00	300.79	1,018.42	2,814.56	364.15	7,995.48
Rural.....	616.58	510.09	233.22	180.00	81.80	973.92	2,397.28	364.15	5,357.04
Concord.....	935.42	687.13	335.12		218.99	44.50	417.28		2,638.44
Caldwell.....	1,076.61	2,318.57	2,302.54	110.00	50.60	2,558.30	4,334.60		12,751.22
Rural.....	81.05	2,068.57		70.00	34.10	1,298.00	4,334.60		7,886.32
Lenoir.....	969.06		2,234.54		1.50	1,260.30			4,465.40
Granite.....	26.50	250.00	68.00	40.00	15.00				399.50
Camden.....	417.52	44.53	53.47	75.00	22.00	480.60	5,480.19	320.19	6,893.50
Carteret.....	718.43	1,351.23	458.36	127.73	168.00	992.50	1,346.51	40.06	5,202.82
Rural.....	70.58	1,224.23	130.60	127.73		632.50	1,260.51	15.06	3,470.21
Beaufort.....	205.65		187.51		108.00				501.16
Morehead City.....	442.20	127.00	140.25		60.00	360.00	77.00	25.00	1,231.45
Caswell.....	262.67	409.52	88.38	117.33	51.15	176.80	538.07	233.14	1,877.06
Rural.....	213.70	385.52	72.88	87.33	21.00	168.40	521.07	233.14	1,703.04
Pelham.....	48.97	24.00	15.50	30.00	30.15	8.40	17.00		174.02
Catawba.....	1,819.89	1,336.93	854.94		140.00	4,392.85	20,843.82	487.36	29,875.79
Rural.....	844.14	1,005.13	357.90			1,720.42	6,551.41	341.20	10,820.20
Hickory.....	539.21	331.80	243.29		140.00	1,977.43	14,059.02	102.35	17,393.10
Newton.....	436.54		253.75			695.00	233.39	43.81	1,662.49
Chatham.....	558.94	371.37	234.74	180.00	100.24	847.00	2,575.45	1,255.05	6,123.82
Cherokee.....	819.50	153.32	170.94	30.00		2,695.74	1,029.67		4,899.17
Rural.....	115.97	150.02	111.39	30.00		1,490.80	608.77		2,506.95
Andrews.....	153.17		26.89						180.06
Murphy.....	550.36	3.30	32.66			1,204.94	420.90		2,212.16

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Build- ings, White.	New Build- ings, Colored.	Total.
Chowan.....	\$ 790.81	\$ 802.38	\$ 186.60	\$ 40.80	\$ 93.00	\$ 252.50	\$2,337.03	\$ 21.05	\$ 4,524.17
Rural.....	467.63	802.38	86.15	40.80	33.00	222.67	2,279.00	21.05	3,952.68
Edenton.....	323.18		100.45		60.00	29.83	58.03		571.49
Clay.....	75.00	50.00	50.00			370.90	200.00		745.90
Cleveland.....	2,089.95	1,406.28	533.18	15.00	442.78	1,121.49	2,407.95	178.40	8,195.03
Rural.....	1,204.83	961.15	290.66	15.00	331.18	1,066.82	2,261.78	15.40	6,146.82
Shelby.....	551.87	144.85	242.52		111.60	10.00		163.00	1,223.84
Kings Mountain.....	333.25	300.28				44.67	146.17		824.37
Columbus.....	996.55	1,289.00	785.83	296.46	305.25	1,991.22	4,099.35	343.97	10,107.63
Craven.....	1,614.75	853.21	1,585.67	15.00	171.00	704.20	11,579.63	2,102.41	18,625.87
Rural.....	246.92	431.42	28.85	15.00	144.00	559.20	8,498.98	1,925.39	11,849.76
New Bern.....	1,367.83	421.79	1,556.82		27.00	145.00	3,080.65	177.02	6,776.11
Cumberland.....	1,721.59	1,997.36	1,284.32	187.50	201.37	4,004.92	8,027.77	976.81	18,401.64
Rural.....	196.25	1,676.10	785.92	180.00	146.00	643.66	3,891.20	762.30	8,281.43
Fayetteville.....	1,359.99	261.26	339.81	7.50	33.50	3,011.26	4,136.57	214.51	9,364.40
Hope Mills.....	165.35	60.00	158.59		21.87	350.00			755.81
Currituck.....	257.69	6.16	157.37	43.00	128.50	658.60	1,927.81	16.15	3,195.28
Dare.....	314.80		181.27	30.00	91.50	602.48	517.08	34.46	1,771.59
Davidson.....	2,015.40	1,618.41	443.09	315.00	746.10	1,204.70	4,671.62	155.17	11,169.49
Rural.....	954.52	1,291.53	41.64	255.00	713.90	444.00	2,601.52	133.98	6,436.09
Lexington.....	592.75	100.00	220.96	60.00	32.20	247.56	36.65	12.00	1,302.12
Thomasville.....	468.13	226.88	180.49			513.14	2,033.45	9.19	3,431.28
Davie.....	861.67	606.64	99.95	30.00		55.00	1,793.13	5.10	3,451.40
Rural.....	512.42	412.37	29.19	30.00			1,740.18	5.10	2,729.26
Mocksville.....	349.25	194.27	70.76			55.00	52.95		722.23
Duplin.....	345.01	1,307.86	216.77	89.05	195.40	2,016.08	2,920.23	1,290.37	8,380.77
Durham.....	5,996.16	444.20	2,594.36	100.00	1,139.89	3,465.51	26,544.83	947.90	41,232.85
Rural.....	1,698.92	427.95	631.77	100.00	724.37	2,744.00	24,717.98	37.52	31,082.51
Durham.....	4,297.24	16.25	1,962.59		415.52	721.51	1,826.85	910.38	10,150.34
Edgecombe.....	1,734.74	2,339.47	1,039.93	245.52	134.89	2,498.79	8,059.52	366.73	16,419.59
Rural.....	623.86	1,422.29	93.88	230.02	125.20	746.60	7,113.89	79.92	10,435.66
Tarboro.....	1,110.88	917.18	946.05	15.50	9.69	1,752.19	945.63	286.81	5,983.93
Forsyth.....	7,020.44	7,783.32	6,634.06	60.00	257.43	409.12	34,708.73	959.76	57,882.86
Rural.....	1,939.75	1,963.85	221.49	60.00	167.43	387.20	12,788.81		17,528.53
Winston.....	5,004.69	5,819.47	6,369.75				21,860.00	913.16	39,967.07
Kernersville.....	76.00		92.82		90.00	21.92	59.92	46.60	387.26
Franklin.....	909.61	1,067.13	296.05	452.78	334.56	984.39	7,542.74	437.39	12,024.65
Rural.....	165.25	913.19	16.31	452.78	229.92	181.00	7,126.84	385.00	9,470.29
Franklinton.....	307.37	93.65	127.74			653.28	326.37	42.22	1,550.63
Louisburg.....	318.89	49.27	150.00		104.64				622.80
Youngsville.....	118.10	11.02	2.00			150.11	89.53	10.17	380.93
Gaston.....	4,050.38	3,884.92	1,868.39	125.00	250.99	3,221.65	28,780.75	500.00	42,632.08
Rural.....	2,555.17	2,514.78	193.52	125.00	42.20	2,005.30	6,522.52	375.00	14,333.49
Gastonia.....	1,395.91		1,190.78		108.79		3,203.46		5,898.94
Bessemer City.....	99.30	1,370.14	484.09		100.00	1,216.35	19,054.77	125.00	22,449.65
Gates.....	635.26	317.48	76.88	30.00	128.51	915.30	3,202.78	34.23	5,340.44
Graham.....	89.70	60.20	11.10				856.23		1,023.23
Granville.....	1,317.96	878.95	875.10	30.00	322.33	4,313.71	4,613.57	1,044.38	13,396.00
Rural.....	729.38	700.63	712.54	30.00	169.83	2,273.80	4,613.57	886.83	10,116.58
Oxford.....	588.58	178.32	162.56		152.50	2,039.91		157.55	3,279.42
Greene.....	276.63	577.49	348.77	135.00	39.31	244.60	2,040.00	1,589.00	5,250.80
Guilford.....	6,231.11	3,832.29	7,331.36	1,814.12	988.31	4,262.57	50,955.54	2,750.79	78,166.09
Rural.....	2,673.22	2,189.61	785.13	183.68	350.00	2,850.80	9,332.43	660.06	19,024.93
Greensboro.....	1,181.81		2,482.69	1,630.44			349.30		5,644.24

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Build- ings, White.	New Build- ings, Colored.	Total.
High Point.....	\$1,982.31	\$1,552.56	\$3,935.88	\$-----	\$ 629.91	\$ 866.52	\$40,635.96	\$2,090.73	\$ 51,693.87
Guilford College.....	91.75		62.86	-----	8.40	12.00	590.00		765.01
Gibsonville.....	302.02	90.12	64.80	-----		533.25	47.85	-----	1,038.04
Halifax.....	3,008.89	1,250.15	1,039.50	107.45	345.75	3,288.35	3,885.75	561.71	13,487.55
Rural.....	1,049.63	353.60	153.45	90.00	99.20	-----	3,618.03	559.21	5,923.12
Scotland Neck.....	597.50	367.52	238.29	-----	41.25	1,833.85	227.72	2.50	3,308.63
Weldon.....	409.97	228.70	134.38	-----	137.50	808.00	40.00	-----	1,758.55
Enfield.....	474.58	56.83	128.98	-----	67.80	45.00	-----	-----	773.19
Roanoke Rapids.....	477.21	243.50	384.40	17.45	-----	601.50	-----	-----	1,724.06
Harnett.....	690.61	946.88	349.18	-----	66.60	1,275.75	4,640.64	1,109.95	9,079.61
Rural.....	319.97	805.97	310.41	-----	66.60	939.17	4,562.01	1,098.00	8,102.13
Dunn.....	370.64	140.91	38.77	-----	-----	336.58	78.63	11.95	977.48
Haywood.....	1,752.72	879.50	473.05	15.00	124.45	2,077.20	606.20	38.30	5,966.42
Rural.....	269.27	529.50	154.27	15.00	70.45	177.20	606.20	38.30	1,860.19
Waynesville.....	950.00	350.00	213.10	-----	-----	1,900.00	-----	-----	3,413.10
Canton.....	533.45		105.68	-----	54.00	-----	-----	-----	693.13
Henderson.....	817.86	669.15	278.51	165.50	89.90	1,123.40	2,774.85	27.28	5,946.45
Rural.....	269.00	459.11	127.55	135.00	89.90	1,114.40	2,549.95	-----	4,744.91
Hendersonville.....	548.86	210.04	150.96	30.50	-----	9.00	224.90	27.28	1,201.54
Hertford.....	628.16	587.03	214.01	30.00	16.99	546.60	1,138.79	103.60	3,265.18
Hoke.....	338.01	138.88	149.13	293.59	157.50	66.00	2,987.08	714.33	4,844.52
Hyde.....	547.06	462.79	224.58	115.50	102.80	520.80	712.88	185.37	2,871.78
Iredell.....	2,603.95	2,346.11	188.78	187.54	591.49	2,594.62	10,361.26	599.63	19,473.38
Rural.....	1,035.95	2,035.48	82.22	160.04	237.09	1,442.12	9,858.27	514.83	15,416.00
Mooresville.....	601.59	300.26	53.64	27.50	178.00	1,032.50	315.49	74.01	2,582.99
Statesville.....	916.41	10.37	52.92	-----	176.40	120.00	187.50	10.79	1,474.39
Jackson.....	462.58	1,053.11	631.55	-----	9.96	1,488.65	3,694.33	-----	7,340.18
Johnston.....	2,210.25	2,566.39	948.95	45.00	381.21	1,801.10	16,805.38	582.81	25,341.09
Rural.....	1,393.21	2,221.33	223.49	45.00	381.21	1,801.10	16,431.17	529.56	23,026.07
Selma.....	280.00	250.00	400.00	-----	-----	-----	-----	-----	930.00
Smithfield.....	537.04	95.06	325.46	-----	-----	-----	374.21	53.25	1,385.02
Jones.....	127.00	650.02	440.46	79.56	30.00	258.40	552.98	142.78	2,281.50
Lee.....	881.12	820.19	152.65	180.74	27.20	1,825.05	1,162.63	616.84	5,666.42
Rural.....	251.65	453.23	15.85	180.74	27.20	395.00	813.08	616.84	2,753.59
Santord.....	360.65	366.96	63.39	-----	-----	1,128.00	171.54	-----	2,090.54
Jonesboro.....	268.82		73.41	-----	-----	302.05	178.01	-----	822.29
Lenoir.....	1,813.30	1,147.54	651.31	130.32	393.60	567.60	4,638.35	71.34	9,413.36
Rural.....	367.56	771.32	27.70	70.00	310.80	-----	4,270.68	21.34	5,839.40
Kinston.....	1,130.74	376.22	537.61	60.32	22.80	55.10	317.67	-----	2,500.46
LaGrange.....	315.00	-----	86.00	-----	60.00	512.50	50.00	50.00	1,073.50
Lincoln.....	1,129.37	849.92	957.91	30.00	340.50	962.20	579.37	21.30	4,870.57
Rural.....	708.58	403.92	196.74	30.00	3.00	756.20	579.37	21.30	2,699.11
Lincolnton.....	420.79	446.00	761.17	-----	337.50	206.00	-----	-----	2,171.46
Macon.....		403.15	-----	64.60	484.43	273.00	875.66	10.55	2,111.39
Madison.....	129.00	326.35	25.00	30.00	89.00	1,353.94	2,329.10	-----	4,282.39
Martin.....	805.90	1,040.54	602.67	-----	391.30	521.80	4,840.46	324.81	8,527.48
Rural.....	363.50	727.46	180.30	-----	242.80	401.80	3,258.27	115.16	5,294.29
Williamston.....	337.40	313.03	343.50	-----	148.50	-----	21.00	209.65	1,373.13
Robersonville.....	100.00	-----	78.87	-----	-----	120.00	1,561.19	-----	1,860.06
McDowell.....	558.91	1,098.05	512.33	152.15	394.30	850.80	15,565.69	-----	19,132.23
Rural.....	205.91	358.22	188.63	90.00	217.00	625.80	836.80	-----	2,522.36
Marion.....	323.80	663.53	251.01	-----	133.30	225.00	14,718.19	-----	16,319.83
Old Fort.....	29.20	71.30	72.69	62.15	44.00	-----	10.70	-----	290.04

EXPENDITURES, 1913-1914

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Build- ings, White.	New Build- ings, Colored.	Total.
Mecklenburg.....	\$10,366.12	\$4,084.64	\$3,149.47	\$-----	\$ 345.75	\$1,396.30	\$21,724.75	\$ 196.76	\$ 41,263.79
Rural.....	2,349.70	2,516.52	1,180.44	-----	345.75	802.80	21,324.75	96.76	28,616.72
Charlotte.....	8,016.42	1,568.12	1,969.03	-----	-----	593.50	400.00	100.00	12,647.07
Mitchell.....	262.91	23.95	46.45	-----	-----	465.90	1,202.70	-----	2,001.91
Montgomery.....	192.25	2,062.00	80.51	40.00	92.00	338.00	25,665.30	129.62	28,599.68
Rural.....	-----	210.00	-----	15.00	32.00	338.00	1,665.30	79.62	2,339.92
Troy.....	192.25	1,852.00	80.51	25.00	60.00	-----	24,090.00	50.00	26,259.76
Moore.....	712.42	588.20	727.54	165.00	13.50	1,303.69	10,758.56	873.34	15,142.25
Rural.....	31.00	491.29	82.38	165.00	8.00	317.14	1,819.14	873.34	3,787.29
Carthage.....	241.15	96.91	532.22	-----	-----	619.55	-----	-----	1,489.83
Southern Pines.....	292.67	-----	36.35	-----	-----	7.00	71.54	-----	407.56
Aberdeen.....	147.60	-----	76.59	-----	5.50	360.00	8,867.88	-----	9,457.57
Nash.....	2,631.03	2,017.81	2,575.08	528.50	1,191.24	3,612.10	13,134.57	779.31	26,469.64
Rural.....	517.11	1,138.49	1,229.09	346.50	748.99	1,156.84	10,840.20	779.31	16,756.53
Rocky Mount.....	1,905.58	840.62	1,170.87	182.00	442.25	2,094.36	1,889.35	-----	8,525.03
Spring Hope.....	208.34	38.70	175.12	-----	-----	360.90	405.02	-----	1,188.08
New Hanover.....	6,455.83	2,421.00	1,716.78	157.89	804.70	660.00	60,065.72	613.62	72,895.54
Rural.....	663.08	433.82	84.79	34.01	387.90	660.00	671.05	106.59	3,041.24
Wilmington.....	5,792.75	1,987.18	1,631.99	123.88	416.80	-----	59,394.67	507.03	69,854.30
Northampton.....	564.87	1,321.99	249.49	134.36	79.90	2,104.80	5,054.19	688.15	10,197.75
Onslow.....	75.45	747.04	946.05	204.30	-----	1,420.64	2,767.00	47.37	6,207.85
Orange.....	882.58	887.57	397.04	81.64	193.49	1,191.47	2,448.32	222.59	6,304.70
Rural.....	664.29	794.57	254.31	81.64	193.49	1,141.86	2,434.02	222.59	5,776.77
Chapel Hill.....	218.29	93.00	142.73	-----	-----	49.61	14.30	-----	517.93
Pamlico.....	305.88	916.80	39.17	30.00	149.63	1,043.67	1,517.68	3,462.87	7,465.70
Pasquotank.....	1,823.42	715.40	1,828.42	-----	598.65	3,157.30	3,386.67	1,249.53	12,759.39
Rural.....	459.73	450.00	102.90	-----	371.65	334.30	2,660.67	933.82	5,313.07
Elizabeth City.....	1,363.69	265.40	1,725.52	-----	227.00	2,823.00	726.00	315.71	7,446.32
Pender.....	757.51	1,039.28	504.01	126.60	316.90	2,922.64	5,681.71	1,123.14	12,471.79
Perquimans.....	696.22	11.00	455.57	140.05	35.50	1,255.40	3,246.06	272.59	6,112.39
Rural.....	314.62	11.00	85.68	75.00	35.50	499.40	3,024.99	272.59	4,318.78
Hertford.....	381.60	-----	369.89	65.05	-----	756.00	221.07	-----	1,793.61
Person.....	435.62	537.95	291.41	65.00	642.07	-----	1,308.73	177.70	3,458.48
Rural.....	36.00	450.75	146.84	45.00	300.07	-----	1,031.11	177.70	2,217.47
Roxboro.....	399.62	57.20	144.57	20.00	342.00	-----	277.62	-----	1,241.01
Pitt.....	1,850.01	1,129.00	1,580.18	180.73	625.25	505.30	4,829.07	168.63	10,868.17
Rural.....	901.55	968.41	1,046.06	150.00	509.65	418.40	4,638.83	168.63	8,801.53
Greenville.....	948.46	160.59	534.12	30.73	115.60	86.90	190.24	-----	2,066.64
Polk.....	255.86	66.85	64.02	90.00	-----	76.90	1,075.35	1.00	1,629.98
Randolph.....	1,416.56	703.49	278.69	135.00	58.05	2,447.80	12,944.56	36.65	18,020.80
Rural.....	457.50	703.49	76.35	135.00	-----	2,277.80	1,755.97	36.65	5,442.76
Asheboro.....	546.56	-----	102.34	-----	4.05	-----	750.00	-----	1,402.95
Randleman.....	412.50	-----	100.00	-----	54.00	170.00	10,438.59	-----	11,175.09
Richmond.....	2,134.12	2,829.91	1,071.10	429.67	474.01	1,667.04	12,940.53	396.98	21,943.36
Rural.....	1,037.28	1,928.44	618.08	155.00	240.55	1,455.15	2,842.08	374.48	8,651.06
Rockingham.....	595.49	401.47	401.43	229.99	134.46	181.89	598.45	12.50	2,555.68
Hamlet.....	501.35	509.00	51.59	44.68	99.00	-----	9,500.00	10.00	10,706.62
Robeson.....	1,777.38	1,959.70	555.28	15.03	610.06	1,592.47	6,874.87	3,900.04	17,284.83
Rural.....	1,092.69	1,308.08	472.73	15.03	468.31	1,533.10	6,484.12	3,143.14	14,426.57
Maxton.....	377.35	545.62	82.55	-----	36.75	47.72	390.75	23.62	1,504.36
Lumberton.....	397.97	106.00	-----	-----	105.00	11.65	-----	733.28	1,353.90
Rockingham.....	1,585.07	3,861.22	1,405.89	201.98	742.48	2,302.60	5,938.50	1,623.08	17,660.82
Rural.....	876.84	3,275.51	1,153.23	201.98	655.48	1,535.90	5,817.11	1,618.43	15,134.18
Reidsville.....	708.53	585.71	252.66	-----	87.00	766.70	121.39	4.65	2,526.64

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—Continued.

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Build- ings, White.	New Build- ings, Colored.	Total.
Rowan.....	\$3,076.47	\$1,176.53	\$ 719.83	\$ 187.50	\$ 69.00	\$1,666.72	\$7,632.55	\$ 221.33	\$ 14,749.93
Rural.....	1,241.70	791.04	405.55	90.00	-----	1,564.60	7,327.11	156.07	11,576.07
Salisbury.....	1,492.44	375.74	303.78	67.50	31.50	102.12	185.59	65.26	2,623.93
Spencer.....	342.33	9.75	10.50	30.00	37.50	-----	119.85	-----	549.93
Rutherford.....	509.34	1,029.00	239.69	130.00	242.05	903.39	1,467.63	698.80	5,219.90
Rural.....	266.55	1,029.00	206.45	130.00	107.05	893.24	1,467.63	698.80	4,798.72
Rutherfordton.....	242.79	-----	33.24	-----	135.00	10.15	-----	-----	421.18
Sampson.....	702.74	1,445.24	182.23	64.50	262.70	1,199.90	5,370.32	478.72	9,706.35
Rural.....	294.08	1,445.24	91.26	64.50	127.70	1,064.90	5,370.32	478.72	8,936.72
Clinton.....	408.66	-----	90.97	-----	135.00	135.00	-----	-----	769.63
Scotland.....	897.32	761.93	348.33	785.18	-----	1,587.25	1,729.20	1,079.50	7,188.71
Rural.....	235.29	761.93	-----	30.00	-----	-----	1,729.20	1,000.32	3,756.74
Laurinburg.....	662.03	-----	348.33	755.18	-----	1,587.25	-----	79.18	3,431.97
Stanly.....	752.24	170.18	5.68	180.00	13.50	1,330.48	870.20	51.95	3,374.23
Rural.....	373.66	145.18	5.68	180.00	13.50	1,330.48	870.20	51.95	2,970.65
Albemarle.....	378.58	25.00	-----	-----	-----	-----	-----	-----	403.58
Stokes.....	388.42	555.77	43.13	85.00	93.60	1,493.16	2,544.60	.40	5,204.08
Surry.....	1,287.04	1,146.05	391.93	155.00	205.50	862.60	3,470.69	1,245.02	8,763.83
Rural.....	499.62	1,077.61	14.50	155.00	22.50	862.60	3,470.69	45.02	6,147.54
Mt. Airy.....	708.92	-----	362.43	-----	158.00	-----	-----	1,200.00	2,429.35
Elkin.....	78.50	68.44	15.00	-----	25.00	-----	-----	-----	186.94
Swain.....	469.42	1,241.53	185.13	102.55	71.50	934.02	3,953.44	106.00	7,068.59
Transylvania.....	441.17	425.00	71.19	66.90	80.50	877.10	1,916.09	8.00	3,855.95
Tyrrell.....	440.83	-----	43.25	-----	-----	132.00	1,224.92	32.72	1,873.72
Union.....	1,162.79	537.81	790.76	80.00	313.23	457.22	2,991.05	86.81	6,419.67
Rural.....	419.69	537.81	611.93	80.00	313.23	271.38	2,991.05	86.81	5,311.90
Monroe.....	743.10	-----	178.83	-----	-----	185.84	-----	-----	1,107.77
Vance.....	1,647.81	1,709.82	430.07	5.00	555.50	-----	5,291.85	49.18	9,689.23
Rural.....	743.81	1,371.18	277.56	5.00	238.50	-----	2,665.09	-----	5,301.14
Henderson.....	904.00	338.64	152.51	-----	317.00	-----	2,626.76	49.18	4,388.09
Wake.....	7,335.93	5,214.77	2,347.63	132.35	632.65	6,688.30	83,630.23	1,509.84	107,491.70
Rural.....	2,434.34	3,916.12	1,141.53	75.00	602.95	4,096.30	82,075.97	732.71	95,074.92
Raleigh.....	4,901.59	1,298.65	1,206.10	57.35	29.70	2,592.00	1,554.26	777.13	12,416.78
Warren.....	585.33	875.42	688.46	-----	75.00	1,294.20	3,082.54	908.13	7,509.08
Washington.....	582.82	330.52	307.32	-----	83.50	603.90	1,326.66	16.94	3,251.66
Rural.....	285.12	330.52	78.11	-----	43.50	587.40	1,321.44	16.94	2,663.03
Roper.....	47.95	-----	54.95	-----	-----	14.50	-----	-----	117.40
Plymouth.....	249.75	-----	174.26	-----	40.00	2.00	5.22	-----	471.23
Watauga.....	-----	-----	60.00	-----	-----	-----	49.56	-----	109.56
Wayne.....	3,660.78	2,460.60	1,181.70	466.63	194.90	4,954.17	18,469.63	148.97	31,527.38
Rural.....	1,342.19	1,094.74	183.83	90.02	129.50	2,086.10	3,518.04	125.47	8,569.89
Goldsboro.....	2,053.09	1,184.19	702.79	320.41	15.00	2,189.07	14,852.34	23.50	21,340.39
Mt. Olive.....	250.00	165.40	235.55	56.20	41.40	575.00	-----	-----	1,333.55
Fremont.....	15.50	16.27	59.53	-----	9.00	104.00	89.25	-----	293.55
Wilkes.....	637.74	311.00	324.00	319.00	145.00	2,613.00	34,196.84	199.00	38,745.58
Rural.....	438.00	311.00	324.00	319.00	55.00	2,253.00	8,100.00	199.00	11,999.00
N. Wilkesboro.....	199.74	-----	-----	-----	90.00	360.00	26,096.84	-----	26,746.58
Wilson.....	3,124.85	2,203.95	1,436.57	96.28	179.35	816.00	19,894.77	7,012.50	34,764.27
Rural.....	909.16	1,533.50	835.37	96.28	122.35	776.00	2,445.00	2,404.47	9,122.13
Wilson.....	1,901.43	285.45	501.20	-----	21.00	-----	16,449.77	4,608.03	23,766.88
Lucama.....	164.26	25.00	20.00	-----	36.00	-----	-----	-----	245.26
Elm City.....	150.00	360.00	80.00	-----	-----	40.00	1,000.00	-----	1,630.00

EXPENDITURES, 1913-1914

TABLE VI. SPENT FOR BUILDINGS AND SUPPLIES—*Continued.*

	Fuel and Janitors.	Furni- ture.	Sup- plies.	Libra- ries.	Insur- ance and Rent.	Interest on Loans, Install- ments, etc.	New Build- ings, White.	New Build- ings, Colored.	Total.
Yadkin.....	\$ 359.08	\$ 88.18	\$ 96.55	\$ 195.00	\$ 5.00	\$ 136.48	\$ 659.65	\$-----	\$ 1,539.94
Yancey.....	41.70	229.66	20.84	48.56	29.00	326.00	2,928.79	5.00	3,629.55
North Carolina ...	144,920.26	114,782.95	72,421.56	13,541.52	22,214.93	142,775.38	827,650.18	74,405.65	1,412,712.43
Rural.....	57,889.36	81,372.69	25,946.76	9,432.19	14,666.42	93,528.30	463,280.21	44,263.52	790,379.45
City.....	87,030.90	33,410.26	46,474.80	4,109.33	7,548.51	49,247.08	364,369.97	30,142.13	622,332.98

TABLE VII. SPENT FOR ADMINISTRATION, ETC., 1913-1914.

This table shows what was paid for the administration of the school fund—treasurer, board of education, committeemen, taking school census, errors, overcharges and borrowed money, and all other expenses.

SUMMARY OF TABLE VII AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Treasurer, 1913-'14.....	\$ 51,183.24	\$ 7,165.61	\$ 58,348.85
Treasurer, 1912-'13.....	48,385.47	6,124.59	54,510.06
Increase.....	2,797.77	1,041.02	3,838.79
Board of Education, 1913-'14.....	34,972.32		34,972.32
Board of Education, 1912-'13.....	21,693.25		21,693.25
Increase.....	13,279.07		13,279.07
Taking census and committeemen, 1913-'14.....	21,452.42	3,818.39	25,270.81
Taking census and committeemen, 1912-'13.....	11,398.38	1,168.34	12,566.72
Increase.....	10,054.04	2,650.05	12,704.09
Other expenses, 1913-'14.....	69,326.13	20,662.81	89,988.94
Other expenses, 1912-'13.....	60,236.06	19,956.44	80,192.50
Increase.....	9,090.07	706.37	9,796.44
County superintendents' expenses, 1913-'14.....	9,830.61		9,830.61
County superintendents' expenses, 1912-'13.....	8,091.30		8,091.30
Increase.....	1,739.31		1,739.31
Total for administration, 1913-'14.....	186,764.72	31,646.81	218,411.53
Total for administration, 1912-'13.....	149,804.73	27,249.37	177,054.10
Increase.....	36,959.99	4,397.44	41,357.43
Percentage spent for administration, 1913-'14.....	5.10	1.63	3.90
Percentage spent for administration, 1912-'13.....	5.21	2.50	4.03
Increase.....	*.11	*.87	*.13

	Treas- urer.	Board of Education. Mileage and Per Diem.	Expenses.	Census and Commit- teemen.	Expenses County Superin- tendent.	All Other Expenses.	Total.
Alamance.....	\$.....	\$ 56.20	\$ 173.57	\$ 320.62	\$ 27.35	\$1,094.86	\$ 1,672.60
Rural.....		56.20	173.57	294.43	27.35	922.01	1,473.56
Burlington.....						146.35	146.35
Graham.....						25.00	25.00
Haw River.....				16.35		1.50	17.85
Mebane.....				9.84			9.84
Alexander.....	459.41	90.40	50.15	177.16	167.30	343.86	1,288.28
Alleghany.....	201.70	43.10	41.98	85.21	29.73	76.79	478.51
Anson.....	811.23	96.60	285.34	326.42	251.65	402.64	2,173.88
Rural.....	710.26	96.60	285.34	326.42	251.65	402.64	2,072.91
Wadesboro.....	100.97						100.97
Ashe.....	480.12	95.60	209.70		27.72	780.99	1,594.13
Avery.....	134.88	101.20	135.59	177.89	105.23	488.43	1,143.22
Beaufort.....	358.76	157.62	385.59	276.42	60.05	1,247.89	2,486.33
Rural.....	320.76	157.62	385.59	276.42	60.05	773.45	1,973.89
Washington.....						306.67	306.67
Belhaven.....	38.00					167.77	205.77

*Decrease.

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Treasurer.	Board of Education.		Census and Committeemen.	Expenses County Superintendent.	All Other Expenses.	Total.
		Mileage and Per Diem.	Expenses.				
Bertie.....	\$ 799.97	\$ 188.56	\$ 62.05	\$ 99.99	\$ 33.50	\$ 429.57	\$ 1,613.64
Rural.....	744.97	188.56	62.05	99.99	33.50	266.44	1,395.51
Windsor.....	45.00						45.00
Aulander.....	10.00					163.13	173.13
Bladen.....	618.47	127.80	176.49	49.13		123.65	1,095.54
Brunswick.....	460.76	134.81	207.50	162.54	94.20	370.34	1,430.15
Buncombe.....	1,530.50	706.00	1,036.77	1,455.27	302.25	3,993.48	9,074.27
Rural.....	801.52	706.00	1,036.77	375.24	302.25	3,145.94	6,417.72
Asheville.....	723.93			1,030.03		847.54	2,656.55
Burke.....	434.00	110.20	384.72	206.76	116.83	861.66	2,164.17
Rural.....	409.00	110.20	384.72	206.76	116.83	6.25	1,233.76
Morganton.....	75.00					855.41	930.41
Cabarrus.....	789.80	78.20		286.95	18.75	470.11	1,643.81
Rural.....	689.80	78.20		202.17	18.75	246.76	1,235.63
Concord.....	100.00			84.78		223.35	408.13
Caldwell.....	590.10	103.00	99.55	234.24	50.37	1,078.11	2,155.37
Rural.....	450.10	103.00	99.55	214.24	50.37	259.86	1,477.12
Lenoir.....	140.00					461.14	601.14
Granite.....				20.00		25.00	45.00
Rhodhiss.....						332.11	332.11
Camden.....	360.23	132.20	63.31	61.63	64.78	247.00	934.20
Carteret.....	106.03	75.60	49.80	127.70	106.21	132.31	597.70
Rural.....	31.03	75.60	49.80	105.10	106.21	40.74	403.53
Beaufort.....	75.00			22.60		51.57	149.17
Morehead City.....						40.00	40.00
Caswell.....	362.24	75.90		206.46	20.90	306.55	972.05
Rural.....	360.24	75.90		206.46	20.90	296.85	960.35
Pelham.....	2.00					9.70	11.70
Catawba.....	504.85	60.40	154.00	335.14	21.50	435.89	1,561.78
Rural.....	496.85	60.40	154.00	335.14	21.50	383.97	1,451.86
Hickory.....							
Newton.....	8.00					101.92	109.92
Chatham.....	664.03	104.00	146.85	232.76	49.90	723.58	1,921.12
Cherokee.....	623.55	114.50	99.07	173.11	56.82	115.44	1,187.49
Rural.....	356.48	114.50	99.07	123.11	56.82	41.34	791.32
Andrews.....	69.79			50.00		17.60	137.39
Murphy.....	202.28					56.50	258.78
Chowan.....	445.85	50.40	125.30	166.92	111.50	192.58	1,092.55
Rural.....	253.00	50.40	125.30	136.92	111.50	104.25	781.37
Edenton.....	192.85			30.00		88.33	311.18
Clay.....	129.63	102.00	33.03	43.62	65.65	180.25	554.18
Cleveland.....	520.61	80.20	125.30	313.18	41.10	553.17	1,633.56
Rural.....	520.61	80.20	125.30	313.18	41.10	546.80	1,627.19
Shelby.....						6.37	6.37
Kings Mountain.....							
Columbus.....	1,226.00	87.65	595.15	223.23	80.00	2,392.65	4,609.63
Craven.....	100.00	33.20		311.71	91.23	3,515.56	4,051.70
Rural.....		33.20		311.71	91.23	3,176.79	3,612.93
New Bern.....	100.00					338.77	438.77
Cumberland.....	1,195.52	262.70	207.50	426.00		1,103.59	3,200.31
Rural.....	890.53	262.70	207.50	426.00		528.00	2,314.73
Fayetteville.....	250.00					580.59	830.59
Hope Mills.....	54.99						54.99

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Board of Education.			Census and Commit- teemen.	Expenses County Superin- tendent.	All Other Expenses.	Total.
	Treas- urer.	Mileage and Per Diem.	Expenses.				
Currituck.....	\$ 394.15	\$ 67.20	\$ 80.45	\$ 84.45	\$ 51.51	\$ 116.34	\$ 794.10
Dare.....	213.58	69.50	170.69	50.55	68.85	61.00	634.17
Davidson.....	1,005.86	163.50	191.72	353.33	23.00	286.95	2,024.36
Rural.....	1,005.86	163.50	191.72	353.33	23.00	286.95	2,024.36
Lexington.....							
Thomasville.....							
Davie.....	393.45	88.60	68.13	152.24	66.78	257.91	1,027.11
Rural.....	393.45	88.60	68.13	152.24	66.78	186.50	955.70
Mocksville.....						71.41	71.41
Duplin.....	902.26	67.50	108.99	259.23	68.00	2,701.51	4,107.49
Durham.....	2,058.75	449.64	240.07	225.97	134.95	8,563.16	11,672.54
Rural.....	1,163.75	449.64	240.07	225.97	134.95	5,936.50	8,155.88
Durham.....	890.00					2,626.66	3,516.66
Edgecombe.....	729.04	50.80	263.06	420.80	95.90	717.61	2,277.21
Rural.....	629.04	50.80	263.06	398.21	95.90	608.12	2,045.13
Tarboro.....	100.00			22.59		109.49	232.08
Forsyth.....		248.80	287.35	440.77	7.70	1,264.39	2,249.01
Rural.....		248.80	287.35	249.21	7.70	1,264.39	2,057.45
Winston-Salem.....				191.56			191.56
Kernersville.....							
Franklin.....	943.97	192.70	86.90	349.90	238.28	469.91	2,281.66
Rural.....	771.64	192.70	86.90	315.94	238.28	188.45	1,793.91
Franklinton.....						43.20	43.20
Louisburg.....	121.23			33.96		144.70	299.89
Youngsville.....	51.10					93.56	144.66
Gaston.....		78.30	607.20	461.70	350.00	1,141.53	2,638.73
Rural.....		78.30	607.20	461.70	350.00	1,141.53	2,638.73
Gastonia.....							
Bessemer City.....							
Gates.....	455.17	55.90		118.44	116.18	429.57	1,175.26
Graham.....	100.00	90.00		85.00	57.50		332.50
Granville.....	228.97	86.40	17.27	783.67		1,378.56	2,494.87
Rural.....	152.33	86.40	17.27	779.17		978.11	2,013.28
Oxford.....	76.64			4.50		400.45	481.59
Greene.....	403.99	73.30	35.90	138.46	86.30	133.00	875.95
Guilford.....	140.00	369.00	843.34	671.11	433.30	903.16	3,359.91
Rural.....		369.00	843.34	571.11	433.30	899.66	3,116.41
Greensboro.....							
High Point.....	140.00			100.00			240.00
Guilford College.....							
Gibsonville.....						3.50	3.50
Halifax.....	1,381.58	78.15	654.41	495.14	142.44	903.02	3,659.74
Rural.....	1,106.58	78.15	654.41	495.14	142.44		2,476.72
Scotland Neck.....						60.38	60.38
Weldon.....	100.00					125.00	225.00
Enfield.....	100.00					340.90	440.90
Roanoke Rapids.....	75.00					381.74	456.74
Harnett.....	300.00	136.20	121.87	235.82	18.60	1,376.07	2,188.56
Rural.....	300.00	136.20	121.87	235.82	18.60	1,362.48	2,174.97
Dunn.....						13.59	13.59
Haywood.....	471.41	79.00	41.90	188.94	28.00	176.50	955.75
Rural.....	471.41	79.00	41.90	188.94	28.00	100.42	909.67
Waynesville.....						50.00	50.00
Canton.....						26.08	26.08

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Treasurer.	Board of Education.		Census and Committeemen.	Expenses County Superintendent.	All Other Expenses.	Total.
		Mileage and Per Diem.	Expenses.				
Henderson.....	\$ 369.42	\$ 135.60	\$ 369.65	\$ 127.50	\$ 36.00	\$ 210.15	\$ 1,248.32
Rural.....	369.42	135.60	369.65	127.50	36.00	210.15	1,248.32
Hendersonville.....							
Hertford.....	408.48	106.20	59.97	313.47	148.25	744.12	1,780.49
Hoke.....	150.00	17.50	96.35	63.76	30.10	426.53	784.24
Hyde.....	394.88	87.70	98.50	98.50	50.00	245.10	974.68
Iredell.....	1,100.00	142.50	596.57	301.02	36.65	913.65	3,090.39
Rural.....	1,000.00	142.50	596.57	301.02	36.65	411.10	2,487.84
Mooresville.....						376.25	376.25
Statesville.....	100.00					126.30	226.30
Jackson.....	545.28	50.00	102.05	119.71	144.38	130.95	1,092.37
Johnston.....	1,945.93	62.20	1,499.79	456.07	225.95	4,121.54	8,311.48
Rural.....	1,698.87	62.20	1,499.79	456.07	225.95	4,121.54	8,064.42
Selma.....	145.00						145.00
Smithfield.....	102.06						102.06
Jones.....	271.90	109.30	20.79	80.82	60.00	243.35	786.16
Lee.....	446.09	75.00		103.30	11.10	1,220.10	1,855.59
Rural.....	371.09	75.00		103.30	11.10	172.71	733.20
Sanford.....	75.00					38.71	113.71
Jonesboro.....						1,008.68	1,008.68
Lenoir.....	1,053.67	48.40	61.41	214.59	7.33	555.80	1,941.20
Rural.....	953.67	48.40	61.41	139.86	7.33	139.06	1,349.73
Kinston.....	100.00			56.16		331.74	487.90
LaGrange.....				18.57		85.00	103.57
Lincoln.....	538.25	87.10	130.82	174.47	56.05	152.52	1,139.21
Rural.....	538.25	87.10	130.82	174.47	56.05	152.52	1,139.21
Lincolnton.....							
Macon.....	324.20	41.10		37.62	67.67	818.72	1,289.31
Madison.....	306.34	185.00	72.05	233.98	27.55	178.52	1,003.44
Martin.....	616.31	90.20	29.15	151.60	123.85	136.78	1,147.89
Rural.....	514.49	90.20	29.15	151.60	123.85	136.78	1,046.07
Williamston.....	101.82						101.82
Robersonville.....							
McDowell.....	726.59	50.70	1,290.58	22.78	170.80	272.93	2,534.38
Rural.....	626.59	50.70	1,290.58	22.78	170.80	220.06	2,381.51
Marion.....	100.00					52.87	152.87
Old Fort.....							
Mecklenburg.....	906.00	279.40	1,332.39	1,176.03	326.29	5,587.25	9,607.36
Rural.....	606.00	279.40	1,332.39	358.84	326.29	4,257.91	7,160.83
Charlotte.....	300.00			817.19		1,329.34	2,446.53
Mitchell.....	301.26	170.60	90.14	75.27	40.53	157.29	835.09
Montgomery.....	369.04	39.00	67.68	60.18	33.21	277.55	846.66
Rural.....	369.04	39.00	67.68	48.64	33.21	277.55	835.12
Troy.....				11.54			11.54
Moore.....	655.68	5.40	44.75	218.03	31.99	703.54	1,659.39
Rural.....	655.68	5.40	44.75	218.03	31.99	470.19	1,426.04
Carthage.....						14.45	14.45
Southern Pines.....						218.90	218.90
Aberdeen.....							
Nash.....	125.00	65.50	53.66	524.62	344.13	1,447.23	2,560.14
Rural.....		65.50	53.66	426.37	344.13	1,377.93	2,267.59
Rocky Mount.....	125.00			98.25		69.30	292.55
Spring Hope.....							

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Board of Education.			Census and Commit- teemen.	Expenses County Superin- tendent.	All Other Expenses.	Total.
	Treas- urer.	Mileage and Per Diem.	Expenses.				
New Hanover.....	\$1,227.50	\$ 72.00	\$ 185.54	\$ 2.58	\$ 39.00	\$1,129.20	\$ 2,655.82
Rural.....	839.50	72.00	185.54	2.58	39.00	772.21	1,910.83
Wilmington.....	388.00					356.99	744.99
Northampton.....	884.59	80.85	1,143.66	291.55	117.02	149.79	2,667.46
Onslow.....	621.80	57.80	345.75	155.21	79.50	20.00	1,280.06
Orange.....	599.00	120.20	224.49	161.97	111.00	447.15	1,663.81
Rural.....	526.56	120.20	224.49	161.97	111.00	447.15	1,591.37
Chapel Hill.....	72.44						72.44
Pamlico.....	477.73	63.10	157.28	110.65	35.95	1,414.30	2,250.01
Pasquotank.....	670.24	106.80	114.70	136.20	36.50	579.83	1,644.27
Rural.....	420.24	106.80	114.70	82.20	36.50	352.60	1,113.04
Elizabeth City.....	250.00			54.00		227.23	531.23
Pender.....	737.81	65.50	179.80	61.40	56.15	49.40	1,150.06
Perquimans.....	316.39	70.10	23.15	207.61	75.60		692.85
Rural.....	316.39	70.10	23.15	207.61	75.60		692.85
Hertford.....							
Person.....	425.85	54.00	5.19	171.49	16.93	23.85	697.31
Rural.....	415.85	54.00	5.19	163.07	16.93	23.85	678.89
Roxboro.....	10.00			8.42			18.42
Pitt.....	300.00	34.80	391.30	195.68	281.75	593.53	1,797.06
Rural.....	300.00	34.80	391.30	170.36	281.75	497.18	1,675.39
Greenville.....				25.32		96.35	121.67
Polk.....	299.50	134.05		74.26	34.75	245.63	788.19
Randolph.....	853.05	73.85	170.39	125.50	83.95	577.74	1,884.48
Rural.....	834.05	73.85	170.39	83.28	83.95	555.24	1,800.76
Asheboro.....				21.60		22.50	44.10
Randleman.....	19.00			20.62			39.62
Richmond.....	690.78	58.80		223.07	101.05	310.42	1,384.12
Rural.....	690.78	58.80		223.07	101.05	231.15	1,304.85
Rockingham.....							
Hamlet.....						79.27	79.27
Robeson.....	1,707.26	231.60	1,349.74	332.15	588.40	37.10	4,246.25
Rural.....	1,647.26	231.60	1,349.74	322.15	588.40		4,139.15
Maxton.....	60.00			10.00			70.00
Lumberton.....						37.10	37.10
Rockingham.....		81.60	212.06	423.99	167.55	513.14	1,398.34
Rural.....		81.60	212.06	423.99	167.55	312.62	1,197.82
Reidsville.....						200.52	200.52
Rowan.....	825.00	144.50	127.53	475.72	20.00	159.58	1,752.33
Rural.....	750.00	144.50	127.53	400.73	20.00		1,442.76
Salisbury.....	75.00			63.27		159.58	297.85
Spencer.....				11.72			11.72
Rutherford.....		82.90	200.61	292.91	90.78	138.20	805.40
Rural.....		82.90	200.61	292.91	90.78	138.20	805.40
Rutherfordton.....							
Sampson.....	1,007.97	123.00	774.66	414.87	160.66	3,129.32	5,610.48
Rural.....	1,007.97	123.00	774.66	414.87	160.66	3,054.07	5,535.23
Clinton.....						75.25	75.25
Scotland.....	487.05	63.20		236.83	58.75	395.10	1,240.93
Rural.....	390.66	63.20		236.83	58.75	200.30	1,039.74
Laurinburg.....	96.39					101.80	201.19
Stanly.....	475.19	45.50	254.72	118.39	11.05	21.65	926.50
Rural.....	475.19	45.50	254.72	118.39	11.05	21.65	926.50
Albemarle.....							

TABLE VII. SPENT FOR ADMINISTRATION—Continued.

	Treasurer.	Board of Education.		Census and Committeemen.	Expenses County Superintendent.	All Other Expenses.	Total.
		Mileage and Per Diem.	Expenses.				
Stokes.....	\$ 573.11	\$ 77.00	\$	\$ 216.30	\$ 70.64	\$ 376.99	\$ 1,314.04
Surry.....	825.89	75.00	226.90	124.58	154.10	150.07	1,556.54
Rural.....	775.89	75.00	226.90	97.06	154.10	150.07	1,479.02
Mt. Airy.....	50.00	.....	.....	27.52	.....	.....	77.52
Elkin.....	.....	.....	.....	.....	.....	.....	.....
Swain.....	.....	47.70	107.72	103.26	144.27	459.97	862.92
Transylvania.....	384.01	66.00	.....	71.22	70.20	304.74	896.17
Tyrrell.....	229.71	55.00	16.90	59.95	102.19	.....	463.75
Union.....	1,199.77	70.20	.....	458.05	72.07	523.47	2,323.56
Rural.....	1,199.77	70.20	.....	458.05	72.07	523.47	2,323.56
Monroe.....	.....	.....	.....	.....	.....	.....	.....
Vance.....	855.06	44.30	171.84	214.44	46.00	1,877.29	3,203.93
Rural.....	603.58	44.30	171.84	214.44	46.00	1,086.44	2,166.60
Henderson.....	251.48	.....	.....	.....	.....	790.85	1,012.33
Wake.....	1,618.97	249.60	1,483.25	1,274.64	689.75	11,058.88	16,375.09
Rural.....	955.05	249.60	1,483.25	374.64	689.75	5,805.94	9,558.23
Raleigh.....	663.92	.....	.....	900.00	.....	5,252.94	6,816.86
Warren.....	723.65	141.85	321.99	416.41	24.25	489.18	2,117.33
Washington.....	435.81	19.40	39.63	113.82	142.25	68.19	819.10
Rural.....	363.14	19.40	39.63	113.82	142.25	68.19	746.43
Roper.....	72.67	.....	.....	.....	.....	.....	72.67
Plymouth.....	.....	.....	.....	.....	.....	.....	.....
Watauga.....	278.60	66.40	.....	95.94	.....	.....	440.94
Wayne.....	713.44	68.40	329.24	494.53	12.95	1,457.57	3,076.13
Rural.....	638.44	68.40	329.24	486.53	12.95	1,248.66	2,784.22
Goldsboro.....	75.00	.....	.....	.....	.....	208.91	283.91
Mt. Olive.....	.....	.....	.....	8.00	.....	.....	8.00
Fremont.....	.....	.....	.....	.....	.....	.....	.....
Wilkes.....	1,064.00	112.00	219.00	192.00	.....	182.00	1,769.00
Rural.....	1,064.00	112.00	219.00	192.00	.....	182.00	1,769.00
North Wilkesboro.....	.....	.....	.....	.....	.....	.....	.....
Wilson.....	429.00	76.90	576.93	338.18	.....	62.00	1,483.01
Rural.....	343.00	76.90	576.93	338.18	.....	.....	1,335.01
Wilson.....	76.00	.....	.....	.....	.....	62.00	138.00
Lucama.....	10.00	.....	.....	.....	.....	.....	10.00
Elm City.....	.....	.....	.....	.....	.....	.....	.....
Yadkin.....	397.78	118.60	32.40	192.36	145.00	27.00	913.14
Yancey.....	363.55	172.10	61.56	139.15	36.96	1,871.90	2,650.22
North Carolina.....	58,348.85	10,785.53	24,186.79	25,270.81	9,830.61	89,988.94	218,411.53
Rural.....	51,183.24	10,785.53	24,186.79	21,452.42	9,830.61	69,326.13	186,764.72
City.....	7,165.61	.....	.....	3,818.39	.....	20,662.81	31,646.81

C. SCHOOL ATTENDANCE.

TABLE VIII. SCHOOL ATTENDANCE BY COUNTIES AND TOWNS, 1913-1914.

This table gives the school population, enrollment, and average daily attendance, by races, for the several counties and towns, numerically, and also the percentage of school population enrolled, percentage of enrollment in average daily attendance for the State.

SUMMARY OF TABLE VIII AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Total school population, 1913-'14.....	628,136	150,147	778,283
Total school population, 1912-'13.....	624,855	141,534	766,389
Increase.....	3,281	8,613	11,894
White school population, 1913-'14.....	429,399	95,608	525,107
White school population, 1912-'13.....	429,175	89,931	519,106
Increase.....	*224	5,677	5,901
Colored school population, 1913-'14.....	198,737	54,539	253,276
Colored school population, 1912-'13.....	195,680	51,603	247,283
Increase.....	3,057	2,936	5,993
Total enrollment, 1913-'14.....	497,734	101,913	599,647
Total enrollment, 1912-'13.....	466,940	91,539	558,579
Increase.....	30,794	10,374	41,068
White enrollment, 1913-'14.....	340,050	69,678	409,728
White enrollment, 1912-'13.....	327,050	62,767	389,817
Increase.....	13,000	6,911	19,911
Colored enrollment, 1913-'14.....	157,684	32,235	189,919
Colored enrollment, 1912-'13.....	139,890	28,772	168,662
Increase.....	17,794	3,463	21,257
Total average daily attendance, 1913-'14.....	334,687	73,775	408,464
Total average daily attendance, 1912-'13.....	300,016	65,872	365,888
Increase.....	34,671	7,903	42,576
White average daily attendance, 1913-'14.....	235,504	53,330	288,834
White average daily attendance, 1912-'13.....	214,744	48,124	262,868
Increase.....	20,760	5,206	25,966
Colored average daily attendance, 1913-'14.....	99,185	20,445	119,630
Colored average daily attendance, 1912-'13.....	85,272	17,748	103,020
Increase.....	13,913	2,697	16,610
Percentage of school population enrolled, 1913-'14.....	79.5	67.8	77.2
Percentage of school population enrolled, 1912-'13.....	74.7	64.7	72.9
Increase.....	4.8	3.1	4.3
Percentage of white school population enrolled, 1913-'14.....	79.6	72.9	78.2
Percentage of white school population enrolled, 1912-'13.....	76.2	69.8	75.1
Increase.....	3.1	3.1	3.1
Percentage of colored school population enrolled, 1913-'14.....	79.3	59.1	75
Percentage of colored school population enrolled, 1912-'13.....	71.5	55.8	68.1
Increase.....	7.8	3.3	6.9
Percentage of enrollment in average daily attendance, 1913-'14.....	68	72.3	68.2
Percentage of enrollment in average daily attendance, 1912-'13.....	64.2	71.8	65.5
Increase.....	3.8	.5	2.7

TABLE VIII. SCHOOL ATTENDANCE—*Continued.*

	Rural.	City.	North Carolina.
Percentage of white enrollment in average daily attendance, 1913-'14.....	69.3	76.6	70.6
Percentage of white enrollment in average daily attendance, 1912-'13.....	65.6	76.6	67.5
Increase.....	3.7		3 1
Percentage of colored enrollment in average daily attendance, 1913-'14.....	62.8	63.5	63
Percentage of colored enrollment in average daily attendance, 1912-'13.....	60.9	61.6	61.1
Increase.....	1.9	1.9	1.9

*Decrease.

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Alamance.....	6,872	2,856	9,728	5,011	2,100	7,111	3,696	1,220	4,916
Rural.....	4,083	2,216	6,299	3,070	1,572	4,642	2,200	925	3,125
Burlington.....	1,374	166	1,540	930	162	1,092	712	74	786
Graham.....	659	197	856	517	180	697	362	106	468
Haw River.....	470	71	541	274	46	320	222	39	261
Mebane.....	286	206	492	220	140	360	200	76	276
Alexander.....	3,966	369	4,335	3,441	286	3,727	3,019	187	3,206
Alleghany.....	2,703	115	2,818	2,421	93	2,514	1,676	78	1,754
Anson.....	3,916	4,513	8,429	3,332	3,835	7,167	2,210	2,633	4,843
Rural.....	3,160	3,768	6,928	2,806	3,590	6,396	1,857	2,530	4,387
Wadesboro.....	756	745	1,501	526	245	771	353	103	456
Ashe.....	6,806	210	7,016	4,795	158	4,953	3,475	116	3,591
Avery.....	3,653	81	3,734	2,780	60	2,840	1,665	32	1,697
Beaufort.....	5,558	4,169	9,727	4,443	2,784	7,227	3,442	1,821	5,263
Rural.....	4,163	2,529	6,692	3,168	1,981	5,149	2,507	1,264	3,771
Washington.....	942	1,154	2,126	848	453	1,301	637	332	969
Belhaven.....	453	456	909	427	350	777	298	225	523
Bertie.....	3,298	4,955	8,253	2,817	4,389	7,206	1,852	2,984	4,836
Rural.....	2,895	4,733	7,628	2,432	4,180	6,612	1,583	2,839	4,422
Windsor.....	216	222	438	192	209	401	169	145	314
Aulander.....	187	—	187	193	—	193	100	—	100
Bladen.....	3,396	3,044	6,440	2,676	2,659	5,335	1,891	1,732	3,623
Brunswick.....	2,916	2,011	4,927	2,231	1,480	3,801	1,448	1,208	2,656
Buncombe.....	14,893	3,055	17,948	10,551	1,488	12,039	7,401	1,259	8,660
Rural.....	10,419	855	11,274	8,135	570	8,705	5,393	493	5,886
Asheville.....	4,474	2,200	6,674	2,416	918	3,334	2,008	766	2,774
Burke.....	6,318	744	7,062	4,230	562	4,792	3,163	372	3,535
Rural.....	5,144	471	5,615	3,502	432	3,934	2,628	296	2,924
Morganton.....	1,174	273	1,447	728	130	858	535	76	611
Cabarrus.....	7,148	2,302	9,450	5,382	1,771	7,153	3,974	1,157	5,131
Rural.....	4,927	1,609	6,626	3,888	1,371	5,259	2,843	885	3,728
Concord.....	2,221	603	2,824	1,494	400	1,894	1,131	272	1,403
Caldwell.....	6,122	885	7,007	4,798	705	5,503	3,402	529	3,931
Rural.....	4,874	573	5,447	3,740	470	4,210	2,643	384	3,027
Lenoir.....	932	312	1,244	780	235	1,015	552	145	697
Granite.....	316	—	316	278	—	278	207	—	207
Camden.....	1,275	949	2,224	937	767	1,704	601	444	1,045
Carteret.....	3,716	707	4,423	2,911	532	3,443	2,018	337	2,355
Rural.....	2,666	259	2,925	2,184	241	2,425	1,417	150	1,567
Beaufort.....	508	246	754	265	140	405	201	80	281
Morehead City.....	542	202	744	462	151	613	400	107	507
Caswell.....	2,390	2,887	5,277	2,076	2,136	4,212	1,264	1,343	2,607
Rural.....	2,215	2,711	4,926	1,923	1,976	3,899	1,163	1,255	2,418
Pelham.....	175	176	351	153	160	313	101	88	189
Catawba.....	9,720	1,514	11,234	6,929	1,172	8,101	5,113	795	5,908
Rural.....	7,590	934	8,524	5,533	811	6,349	4,092	561	4,653
Hickory.....	1,155	432	1,587	790	256	1,046	601	152	753
Newton.....	975	148	1,123	601	105	706	420	82	502
Chatham.....	4,851	2,722	7,573	3,482	2,149	5,991	3,570	1,681	5,251
Cherokee.....	4,949	260	5,209	4,731	228	4,959	2,740	116	2,856
Rural.....	4,051	215	4,266	3,886	185	4,071	2,017	80	2,097
Andrews.....	530	45	575	536	43	579	483	36	519
Murphy.....	363	—	363	309	—	309	240	—	240

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Chowan.....	1,664	1,971	3,635	1,373	1,460	2,833	904	946	1,850
Rural.....	1,208	1,841	3,049	969	1,370	2,339	612	893	1,505
Edenton.....	456	130	586	404	90	494	292	53	345
Clay.....	1,401	53	1,454	958	36	994	582	22	604
Cleveland.....	8,739	2,119	10,858	6,948	1,918	8,866	4,999	1,069	6,068
Rural.....	7,312	1,779	9,091	5,869	1,564	7,433	4,294	883	5,177
Shelby.....	760	266	1,026	559	269	828	405	152	557
Kings Mountain.....	667	74	741	520	85	605	300	34	334
Columbus.....	6,336	3,045	9,381	5,440	2,573	8,013	3,459	1,720	5,179
Craven.....	3,681	4,298	7,979	3,161	3,189	6,350	2,167	1,922	4,089
Rural.....	2,450	2,508	4,958	2,184	2,237	4,421	1,384	1,402	2,786
New Bern.....	1,231	1,790	3,021	977	952	1,929	783	520	1,303
Cumberland.....	5,601	4,417	10,018	4,486	3,597	8,083	3,036	1,877	4,913
Rural.....	3,945	3,157	7,102	3,256	2,923	6,179	2,200	1,490	3,690
Fayetteville.....	1,224	1,260	2,484	916	674	1,590	675	387	1,062
Hope Mills.....	432		432	314		314	161		161
Currituck.....	1,816	1,014	2,830	1,352	969	2,321	922	582	1,504
Dare.....	1,454	164	1,618	1,103	129	1,232	884	119	1,003
Davidson.....	9,080	1,193	10,228	6,996	969	7,965	5,010	680	5,690
Rural.....	7,056	676	7,732	5,557	576	6,133	3,925	433	4,358
Lexington.....	1,013	256	1,269	760	201	961	617	127	744
Thomasville.....	961	266	1,227	679	192	871	468	120	588
Davie.....	3,594	845	4,439	2,721	682	3,403	1,853	495	2,348
Rural.....	3,354	755	4,109	2,500	611	3,111	1,676	429	2,105
Mocksville.....	240	90	330	221	71	292	177	66	243
Duplin.....	5,344	3,233	8,577	4,257	2,409	6,666	3,726	2,141	5,867
Durham.....	7,930	4,389	12,319	5,578	2,617	8,195	3,773	1,545	5,318
Rural.....	4,725	2,158	6,883	3,362	1,299	4,661	1,957	603	2,560
Durham.....	3,205	2,231	5,436	2,216	1,318	3,534	1,816	942	2,758
Edgecombe.....	3,343	6,188	9,531	2,302	4,418	6,720	1,568	1,938	3,506
Rural.....	2,374	4,898	7,272	1,616	3,637	5,253	1,055	1,481	2,536
Tarboro.....	969	1,290	2,259	686	781	1,467	513	457	970
Forsyth.....	12,016	5,797	17,813	8,467	3,204	11,671	6,049	1,903	7,952
Rural.....	6,474	1,565	8,039	5,234	1,198	6,432	3,441	753	4,194
Winston.....	5,262	4,125	9,387	2,993	1,916	4,909	2,402	1,097	3,499
Kernersville.....	280	107	387	240	90	330	206	53	259
Franklin.....	4,411	4,526	8,937	3,761	2,645	6,406	2,061	1,351	3,412
Rural.....	3,413	3,117	6,530	2,963	2,086	5,049	1,527	1,067	2,594
Franklinton.....	331	479	810	269	203	472	179	89	268
Louisburg.....	392	740	1,132	341	211	552	240	85	325
Youngsville.....	275	190	465	188	145	333	115	110	225
Gaston.....	10,041	2,970	13,011	7,008	2,702	9,530	4,917	1,552	6,469
Rural.....	7,492	2,416	9,908	4,977	2,233	7,210	3,460	1,317	4,777
Gastonia.....	2,019	554	2,573	1,501	469	1,790	1,111	235	1,346
Bessemer City.....	530		530	530		530	346		346
Gates.....	1,944	1,878	3,822	1,591	1,524	3,115	1,116	858	1,974
Graham.....	1,604		1,604	1,186		1,186	1,034		1,034
Granville.....	4,089	3,958	8,047	3,225	2,962	6,187	2,177	1,626	3,803
Rural.....	3,440	3,230	6,670	2,693	2,653	5,346	1,786	1,451	3,237
Oxford.....	649	728	1,377	532	309	841	391	175	566
Greene.....	2,491	2,435	4,926	1,978	1,935	3,913	1,301	1,170	2,471
Guilford.....	15,920	4,807	20,727	11,601	3,797	15,398	8,790	2,534	11,324
Rural.....	10,124	2,923	13,047	7,229	2,224	9,453	5,463	1,501	6,964
Greensboro.....	2,618	1,236	3,854	2,152	864	3,016	1,820	567	2,387

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
High Point.....	2,576	648	3,224	1,769	709	2,478	1,175	466	1,641
Guilford College.....	209		209	148		148	130		130
Gibsonville.....	393		393	303		303	202		202
Halifax.....	4,545	8,054	12,599	3,101	6,038	9,139	2,064	3,007	5,071
Rural.....	2,081	6,797	8,878	1,561	5,277	6,838	984	2,591	3,575
Scotland Neck.....	420	218	638	327	193	520	296	95	391
Weldon.....	392	411	803	270	238	508	214	98	312
Enfield.....	375	493	868	292	245	537	212	192	404
Roanoke Rapids.....	1,277	135	1,412	651	85	736	358	31	389
Harnett.....	5,754	2,166	7,920	5,018	1,952	6,970	3,756	1,493	5,249
Rural.....	5,131	1,939	7,070	4,514	1,685	6,199	3,370	1,263	4,633
Dunn.....	623	227	850	504	267	771	386	230	616
Haywood.....	7,678	240	7,918	5,575	177	5,752	3,773	137	3,910
Rural.....	6,052	23	6,075	4,296	11	4,307	2,761	11	2,772
Waynesville.....	576	217	793	538	166	704	371	126	497
Canton.....	1,050		1,050	741		741	641		641
Henderson.....	5,000	693	5,693	3,758	460	4,218	2,476	365	2,841
Rural.....	4,393	341	4,734	3,172	246	3,418	2,041	180	2,221
Hendersonville.....	607	352	959	586	214	800	435	185	620
Hertford.....	1,590	3,051	4,641	999	2,556	3,555	720	1,575	2,295
Hoke.....	1,468	2,516	3,984	1,327	2,169	3,496	995	1,551	2,546
Hyde.....	1,365	1,345	2,710	1,220	1,212	2,432	900	803	1,703
Iredell.....	8,812	2,638	11,450	7,466	2,118	9,584	5,749	1,385	7,134
Rural.....	6,643	2,133	8,776	5,957	1,682	7,639	4,567	1,115	5,682
Mooresville.....	1,117	240	1,357	722	186	908	511	111	622
Statesville.....	1,052	265	1,317	787	250	1,037	671	159	830
Jackson.....	4,660	216	4,876	3,324	180	3,504	2,253	112	2,365
Johnston.....	11,255	3,948	15,203	8,600	3,255	11,855	5,924	2,221	8,145
Rural.....	10,308	3,273	13,581	7,731	2,703	10,434	5,214	1,841	7,055
Selma.....	523	318	841	449	240	689	386	113	499
Smithfield.....	424	357	781	420	312	732	324	267	591
Jones.....	1,590	1,562	3,152	1,296	1,301	2,597	941	845	1,786
Lee.....	2,737	1,326	4,063	2,304	1,126	3,430	1,665	746	2,411
Rural.....	1,885	1,326	3,211	1,547	1,126	2,673	1,033	746	1,779
Sanford.....	608		608	530		530	467		467
Jonesboro.....	244		244	227		227	165		165
Lenoir.....	4,423	3,598	8,021	3,463	2,676	6,139	2,285	1,501	3,786
Rural.....	2,436	2,183	4,619	2,099	1,967	4,066	1,163	1,138	2,301
Kinston.....	1,672	1,111	2,783	1,099	464	1,563	926	269	1,195
LaGrange.....	315	304	619	265	245	510	196	94	290
Lincoln.....	5,122	1,315	6,437	4,381	1,075	5,456	3,384	819	4,203
Rural.....	4,427	1,026	5,453	3,841	858	4,699	2,973	652	3,625
Lincolnton.....	695	289	984	540	217	757	411	167	578
Macon.....	4,217	205	4,422	3,055	174	3,229	2,787	120	2,907
Madison.....	7,378	149	7,527	5,438	119	5,557	3,824	90	3,914
Martin.....	2,959	3,041	6,030	2,845	2,154	4,999	2,056	1,634	3,690
Rural.....	2,439	2,565	5,004	2,350	1,807	4,157	1,710	1,425	3,135
Williamston.....	271	352	623	229	229	458	171	151	322
Robersonville.....	279	124	403	266	118	384	175	58	233
McDowell.....	5,051	790	5,841	3,375	583	3,958	2,871	483	3,354
Rural.....	4,406	790	5,196	2,726	583	3,309	2,353	483	2,836
Marion.....	375		375	413		413	332		332
Old Fort.....	270		270	236		236	186		186

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Mecklenburg.....	13,986	9,422	23,408	9,292	5,595	14,887	7,246	4,320	11,566
Rural.....	7,122	5,400	12,522	4,947	3,505	8,452	3,787	2,773	6,560
Charlotte.....	6,864	4,022	10,886	4,345	2,090	6,435	3,459	1,547	5,006
Mitchell.....	3,626	42	3,668	3,008	31	3,039	1,802	21	1,823
Montgomery.....	3,717	1,545	5,262	2,971	1,303	4,274	2,116	882	2,998
Rural.....	3,365	1,320	4,685	2,723	1,100	3,823	1,951	770	2,721
Troy.....	352	225	577	248	203	451	165	112	277
Moore.....	4,728	2,779	7,507	3,999	1,538	5,537	2,949	993	3,942
Rural.....	4,146	2,779	6,925	3,467	1,538	5,005	2,577	993	3,570
Carthage.....	324	—	324	270	—	270	184	—	184
Southern Pines.....	76	—	76	120	—	120	74	—	74
Aberdeen.....	182	—	182	142	—	142	114	—	114
Nash.....	7,318	4,612	11,930	5,524	3,686	9,210	3,760	2,003	5,763
Rural.....	5,726	3,322	9,048	4,248	2,954	7,202	2,773	1,634	4,407
Rocky Mount.....	1,592	1,290	2,882	1,276	732	2,008	987	369	1,356
New Hanover.....	4,536	3,886	8,422	3,463	1,874	5,337	2,505	1,400	3,905
Rural.....	1,100	1,023	2,123	731	780	1,511	432	452	884
Wilmington.....	3,436	2,863	6,299	2,732	1,094	3,826	2,073	948	3,021
Northampton.....	2,865	4,656	7,521	2,367	4,199	6,566	1,551	2,203	3,754
Onslow.....	3,424	1,490	4,914	2,900	1,469	4,369	1,854	945	2,799
Orange.....	3,316	1,887	5,203	2,613	1,550	4,193	1,724	933	2,657
Rural.....	3,020	1,887	4,907	2,400	1,550	3,950	1,557	933	2,490
Chapel Hill.....	296	—	296	213	—	213	167	—	167
Pamlico.....	2,078	1,477	3,555	1,670	1,244	2,914	1,079	741	1,820
Pasquotank.....	2,747	2,777	5,524	2,152	1,834	3,986	1,575	1,040	2,615
Rural.....	1,934	1,456	2,790	1,081	1,059	2,140	736	553	1,319
Elizabeth City.....	1,413	1,321	2,734	1,071	775	1,846	839	457	1,296
Pender.....	2,610	2,858	5,468	1,914	2,156	4,070	1,420	1,573	2,993
Perquimans.....	2,140	2,007	4,147	1,456	1,700	3,156	1,030	1,161	2,191
Rural.....	1,800	1,615	3,415	1,152	1,431	2,583	785	963	1,748
Hertford.....	340	392	732	304	269	573	245	198	443
Person.....	3,314	2,599	5,913	2,600	2,237	4,837	1,511	1,198	2,709
Rural.....	3,008	2,484	5,492	2,252	1,976	4,228	1,267	1,050	2,347
Roxboro.....	306	115	421	348	261	609	244	118	362
Pitt.....	6,015	7,372	13,387	6,286	2,945	9,231	5,154	2,173	7,327
Rural.....	5,410	6,711	12,121	5,701	2,531	8,232	4,680	1,934	6,664
Greenville.....	605	661	1,266	585	414	999	474	189	663
Polk.....	2,093	384	2,477	1,478	326	1,804	976	247	1,223
Randolph.....	8,973	1,760	10,733	7,609	1,329	8,938	5,763	760	6,523
Rural.....	7,903	1,554	9,457	6,046	1,147	7,793	5,078	621	5,699
Asheboro.....	514	206	720	482	182	664	359	139	528
Randleman.....	556	—	556	481	—	481	296	—	296
Richmond.....	4,023	3,339	7,362	3,306	2,839	6,145	1,869	1,605	3,474
Rural.....	3,136	2,837	5,973	2,483	2,372	4,855	1,275	1,371	2,646
Rockingham.....	516	278	794	432	240	672	304	123	427
Hamlet.....	371	224	595	391	227	618	290	111	401
Robeson.....	6,805	9,352	16,187	6,080	7,508	13,588	3,854	4,589	8,443
Rural.....	6,094	8,894	14,988	5,426	7,167	12,593	3,388	4,381	7,769
Maxton.....	206	152	358	155	142	297	126	124	250
Lumberton.....	505	336	841	499	199	698	340	84	424
Rockingham.....	9,133	3,724	12,857	6,103	2,200	8,303	5,006	1,825	6,831
Rural.....	8,079	2,932	11,011	5,455	1,640	7,095	4,503	1,532	6,035
Reidsville.....	1,054	792	1,846	648	560	1,208	503	293	796

TABLE VIII. SCHOOL ATTENDANCE—Continued.

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Rowan.....	10,305	2,884	13,189	8,107	2,297	10,404	6,304	1,627	7,931
Rural.....	8,268	2,226	10,494	6,385	1,833	8,218	4,872	1,347	6,219
Salisbury.....	1,451	658	2,109	1,225	464	1,689	987	280	1,267
Spencer.....	556	-----	556	497	-----	497	445	-----	445
Rutherford.....	7,807	1,654	9,461	6,702	1,163	7,865	4,361	804	5,165
Rural.....	7,370	1,654	9,024	6,389	1,163	7,552	4,144	804	4,948
Rutherfordton.....	437	-----	437	313	-----	313	217	-----	217
Sampson.....	6,648	3,640	10,288	6,005	3,098	9,103	3,906	1,882	5,788
Rural.....	6,237	3,229	9,466	5,592	2,720	8,312	3,613	1,671	5,284
Clinton.....	411	411	822	413	378	791	293	211	504
Scotland.....	2,144	3,479	5,623	2,098	3,542	5,640	1,833	1,371	3,204
Rural.....	1,618	3,049	4,667	1,610	3,068	4,678	1,444	995	2,439
Laurinburg.....	526	430	956	488	474	962	389	376	765
Stanly.....	7,177	730	7,907	5,253	720	5,973	3,903	515	4,418
Rural.....	6,842	730	7,572	4,890	720	5,610	3,614	515	4,129
Albemarle.....	335	-----	335	363	-----	363	289	-----	289
Stokes.....	6,445	874	7,319	5,325	690	6,015	3,022	367	3,389
Surry.....	9,642	1,028	10,670	7,415	676	8,091	4,617	423	5,040
Rural.....	8,133	786	8,919	6,321	566	6,887	3,829	356	4,185
Mt. Airy.....	1,185	242	1,427	826	110	936	590	67	657
Elkin.....	324	-----	324	268	-----	268	198	-----	198
Swain.....	3,380	58	3,438	3,077	54	3,131	1,790	49	1,839
Transylvania.....	2,447	294	2,741	2,084	222	2,306	1,363	137	1,500
Tyrrell.....	1,146	601	1,747	540	350	920	378	190	568
Union.....	9,070	3,237	12,307	8,699	3,047	11,746	5,914	2,215	8,129
Rural.....	8,268	2,946	11,214	7,965	2,768	10,733	5,325	2,031	7,356
Monroe.....	802	291	1,093	734	279	1,013	589	184	773
Vance.....	3,137	3,241	6,378	2,431	2,211	4,642	1,721	1,242	2,963
Rural.....	1,640	1,840	3,480	1,453	1,603	3,056	1,055	951	2,006
Henderson.....	1,497	1,401	2,898	978	608	1,586	666	291	957
Wake.....	13,525	9,875	23,400	9,120	6,791	15,911	6,097	4,294	10,391
Rural.....	8,878	6,515	15,393	6,629	5,284	11,913	4,151	3,021	7,172
Raleigh.....	4,647	3,360	8,007	2,491	1,507	3,998	1,946	1,273	3,219
Warren.....	2,253	4,750	7,003	1,809	3,972	5,781	1,087	2,140	3,227
Washington.....	2,673	2,513	5,186	2,122	1,737	3,859	1,946	1,417	3,363
Rural.....	2,200	1,760	3,960	1,700	1,184	2,884	1,640	1,140	2,780
Roper.....	176	339	515	155	228	383	94	118	212
Plymouth.....	297	414	711	267	325	592	212	159	371
Watauga.....	4,320	98	4,418	3,199	79	3,278	2,126	60	2,186
Wayne.....	6,951	5,303	12,254	5,905	4,768	10,673	4,001	2,697	6,698
Rural.....	4,600	3,122	7,722	4,110	3,118	7,228	2,476	1,763	4,239
Goldsboro.....	1,599	1,560	3,159	1,099	987	2,086	942	523	1,465
Mt. Olive.....	440	453	893	415	460	875	378	317	695
Fremont.....	312	168	480	281	203	484	205	94	299
Wilkes.....	10,455	1,059	11,514	8,903	917	9,820	5,626	599	6,225
Rural.....	9,895	968	10,863	8,394	841	9,235	5,278	564	5,842
North Wilkesboro.....	560	91	651	509	76	585	348	35	383
Wilson.....	5,785	4,968	10,753	4,136	3,225	7,361	2,591	1,807	4,398
Rural.....	3,840	2,881	6,721	2,771	2,018	4,789	1,612	1,087	2,699
Wilson.....	1,425	1,686	3,111	910	858	1,768	695	528	1,223
Lucama.....	244	145	389	242	152	394	151	90	241
Elm City.....	276	256	532	213	197	410	133	102	235

TABLE VIII. SCHOOL ATTENDANCE—*Continued.*

	White School Popu- lation.	Colored School Popu- lation.	Total School Popu- lation.	White School Enroll- ment.	Colored School Enroll- ment.	Total School Enroll- ment.	White Aver- age Daily Attend- ance.	Colored Aver- age Daily Attend- ance.	Total Aver- age Daily Attend- ance.
Yadkin.....	4,838	388	5,226	4,154	272	4,426	2,836	172	3,008
Yancey.....	4,863	98	4,961	3,752	51	3,803	2,267	29	2,296
North Carolina.....	525,107	253,276	778,283	409,728	189,919	599,647	288,834	119,630	408,464
Rural.....	429,399	198,737	628,136	340,050	157,684	497,734	235,504	99,185	334,689
City.....	95,608	54,539	150,147	69,678	32,235	101,913	53,330	20,445	73,775

D. SALARIES OF TEACHERS AND LENGTH OF SCHOOL TERM.

TABLE IX. SALARIES AND TERM, 1913-1914.

This table shows, by races, the total number of teachers, the school term in days, the whole annual amount paid teachers, the average annual amount paid each teacher.

SUMMARY OF TABLE IX AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Total number of teachers, 1913-'14.....	10,994	2,261	13,255
Total number of teachers, 1912-'13.....	10,315	2,079	12,394
Increase.....	679	182	861
White teachers, 1913-'14.....	8,344	1,738	10,082
White teachers, 1912-'13.....	7,782	1,596	9,378
Increase.....	562	142	704
Colored teachers, 1913-'14.....	2,650	523	3,173
Colored teachers, 1912-'13.....	2,533	483	3,016
Increase.....	117	40	157
Amount paid all teachers, 1913-'14.....	\$2,303,417.52	\$ 888,308.32	\$ 3,191,725.84
Amount paid all teachers, 1912-'13.....	1,950,419.70	785,370.88	2,735,790.58
Increase.....	352,997.82	102,937.44	455,935.26
Amount paid white teachers, 1913-'14.....	1,963,098.10	744,512.91	2,707,611.01
Amount paid white teachers, 1912-'13.....	1,688,330.18	663,318.87	2,351,649.05
Increase.....	274,767.92	81,194.04	355,961.96
Amount paid colored teachers, 1913-'14.....	340,319.42	143,795.41	484,114.83
Amount paid colored teachers, 1912-'13.....	262,089.52	122,062.01	384,151.53
Increase.....	78,229.90	21,733.40	99,963.30
Average annual amount paid each teacher, 1913-'14.....	209.39	410.89	242.69
Average annual amount paid each teacher, 1912-'13.....	189.09	377.76	220.74
Increase.....	20.30	33.13	21.95
Average annual amount paid each white teacher, 1913-'14.....	235.27	454.42	271.36
Average annual amount paid each white teacher, 1912-'13.....	216.95	415.61	251.83
Increase.....	18.32	38.81	19.53
Average annual amount paid each colored teacher, 1913-'14.....	128.42	274.95	153.57
Average annual amount paid each colored teacher, 1912-'13.....	103.47	252.72	127.37
Increase.....	24.95	22.23	26.20
Average term of all schools (in days), 1913-'14.....	113	166.5	121.98
Average term of all schools (in days), 1912-'13.....	98.18	168.2	109.92
Increase.....	14.82	*1.7	12.06
Average term of white schools (in days), 1913-'14.....	115.5	166	124.22
Average term of white schools (in days), 1912-'13.....	102.4	169.5	114.6
Increase.....	13.1	*3.5	9.62
Average term of colored schools (in days), 1913-'14.....	104	167	114.8
Average term of colored schools (in days), 1912-'13.....	85	167	98
Increase.....	19		16.8
Average monthly salary paid all teachers, 1913-'14.....	\$ 37.06	\$ 49.98	\$ 39.81
Average monthly salary paid all teachers, 1912-'13.....	38.52	44.90	40.18
Increase.....	*1.46	5.08	*.37
Average monthly salary paid white teachers, 1913-'14.....	40.74	53.75	43.69
Average monthly salary paid white teachers, 1912-'13.....	42.37	49.04	43.85
Increase.....	*1.63	5.71	*.16
Average monthly salary paid colored teachers, 1913-'14.....	24.69	32.92	26.75
Average monthly salary paid colored teachers, 1912-'13.....	24.35	30.28	25.99
Increase.....	.34	2.64	.76

*Decrease.

SALARIES AND TERM, 1913-1914

TABLE IX. SALARIES AND TERM—Continued.

	Number Teachers.	White.					Colored.				
		Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Pro-vided by County Fund.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Pro-vided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Alamance.....	137	124	122	99	\$ 31,203.06	\$234.61	37	109	103	\$5,679.58	\$ 153.50
Rural.....	90	109	122	99	16,834.21	187.05	30	97	103	3,982.08	132.73
Burlington.....	22	160			7,600.00	361.91	2	160		560.00	280.00
Graham.....	12	170			3,718.75	337.16	2	170		467.50	233.75
Haw River.....	6	140			1,400.00	280.00	1	140		150.00	150.00
Mebane.....	7	160			1,600.00	266.66	2	160		520.00	260.00
Alexander.....	85	106	147	103	13,574.33	159.70	8	108	112	1,126.65	140.83
Alleghany.....	57	96.3	118.3	95.1	9,651.93	169.33	3	100		300.00	100.00
Anson.....	86	125.5	133	100	24,773.13	291.45	53	105	104	5,575.39	105.20
Rural.....	72	118.8	133	100	20,058.13	278.60	49	102	104	5,080.39	103.68
Wadesboro.....	14	160			4,715.00	362.70	4	140		495.00	123.75
Ashe.....	132	100	120	100	18,570.02	140.70	10	100		701.00	70.10
Avery.....	62	105	118	103	10,462.37	168.75	2	88	88	233.98	116.99
Beaufort.....	138	119	130.5	100	37,228.19	273.74	58	112	130.5	8,200.25	141.38
Rural.....	102	105.1	130.5	100	23,752.64	232.87	44	97.2	130.5	4,790.25	108.87
Washington.....	26	157			10,781.25	431.25	10	157		2,617.50	261.75
Belhaven.....	10	160			2,694.30	299.36	4	160		792.50	198.13
Bertie.....	92	120	144	106	20,371.55	226.35	67	106.4	112	8,177.14	122.05
Rural.....	80	113.3	144	106	17,369.05	217.11	63	103	112	7,677.14	121.86
Windsor.....	6	160			1,600.00	320.00	4	160		500.00	125.00
Aulander.....	6	170			1,402.50	280.50					
Bladen.....	89	109.5	128.5	100.6	20,351.68	118.55	51	103	155	5,925.45	116.18
Brunswick.....	51	107	110	100	10,520.27	206.28	26	104		4,267.00	164.12
Buncombe.....	212	139.7	151	107	89,553.98	424.42	33	147.3	147	10,019.60	303.32
Rural.....	157	127	151	107	46,667.30	297.24	15	113	147	2,482.10	165.47
Asheville.....	55	176			42,886.68	794.20	18	176		7,537.50	418.75
Burke.....	93	117.4	160	100	19,162.76	208.29	13	115	160	1,792.50	137.88
Rural.....	76	106.6	160	100	13,909.00	183.00	10	100	160	1,250.00	125.00
Morganton.....	17	165			5,253.76	328.36	3	165		542.50	180.83
Cabarrus.....	119	126	129.6	103	31,820.87	270.00	29	117		4,047.38	139.56
Rural.....	88	113.5	129.6	103	19,670.87	223.53	22	103		2,327.38	105.60
Concord.....	31	160			12,150.00	405.00	7	160		1,720.00	245.71
Caldwell.....	118	130	146	107	24,221.00	208.80	17	100		2,143.22	126.07
Rural.....	96	121	146	107	17,012.50	177.21	14	96		1,633.22	116.55
Lenoir.....	17	167			5,846.50	365.40	3	120		510.00	170.00
Granite.....	5	160			1,362.00	340.50					
Camden.....	27	127.9	146.5	105	8,015.98	297.04	13	109	114.5	1,977.97	152.15
Carteret.....	76	123	148	108	18,765.40	253.60	10	128.8		1,828.50	182.85
Rural.....	55	110	148	108	12,331.40	224.20	6	108		708.50	118.08
Beaufort.....	7	160			2,060.00	383.33	1	160		360.00	360.00
Morehead City.....	14	160			4,370.00	351.54	3	160		760.00	253.33
Caswell.....	45	121	140	103	10,878.37	247.23	34	112	121	4,238.35	124.70
Rural.....	41	122	140	103	10,128.37	247.03	32	112	121	3,938.35	123.07
Pelham.....	4	120			750.00	250.00	2	120		300.00	150.00
Catawba.....	165	112.5	114	93	34,318.08	210.54	23	115		3,315.89	150.40
Rural.....	135	102	114	93	24,843.08	184.02	17	100		2,125.89	125.05
Hickory.....	18	160			5,060.00	350.58	4	160		840.00	210.00
Newton.....	12	160			3,515.00	319.54	2	160		350.00	175.00
Chatham.....	95	108.4	132	97	20,193.15	212.66	38	92.2	130	4,198.46	110.48

TABLE IX. SALARIES AND TERM—Continued.

	White.						Colored.					
	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Provided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Provided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Cherokee.....	102	110.4	130	93	\$ 19,287.61	\$192.87	3	120	-----	100	\$ 230.00	\$ 115.00
Rural.....	80	99	130	93	14,002.61	175.03	2	100	-----	100	230.00	115.00
Andrews.....	13	160	-----	-----	1,805.00	150.42	1	160	-----	-----	-----	-----
Murphy.....	9	140	-----	-----	3,480.00	435.00	-----	-----	-----	-----	-----	-----
Chowan.....	35	136	128	111	9,817.33	288.74	24	-----	106.4	-----	3,176.74	132.35
Rural.....	25	118.3	128	111	5,947.33	237.90	23	103.3	106.4	102.3	2,951.74	128.33
Edenton.....	10	180	-----	-----	3,870.00	430.00	1	180	-----	-----	225.00	225.00
Clay.....	23	123.6	133.2	118.8	5,011.20	217.88	1	80	-----	80	100.00	100.00
Cleveland.....	183	127	135.7	103.3	34,711.49	191.77	33	110	-----	103.3	3,706.82	112.33
Rural.....	160	121	135.7	103.3	26,935.34	168.34	29	103.3	-----	103.3	2,949.82	101.72
Shelby.....	13	180	-----	-----	4,892.65	407.72	3	180	-----	-----	595.00	198.33
Kings Mountain.....	10	160	-----	-----	2,883.50	320.40	1	108	-----	-----	162.00	162.00
Columbus.....	141	115	131	100	42,459.70	301.13	41	105	130	100	6,334.45	154.50
Craven.....	93	135	143	102.2	37,903.00	412.00	49	109	119.6	95.6	7,597.75	155.05
Rural.....	63	123.2	143	102.2	20,553.41	326.00	39	95.5	119.6	95.6	4,146.50	106.32
New Bern.....	30	161	-----	-----	17,349.59	598.22	10	161	-----	-----	3,451.25	345.12
Cumberland.....	120	135	145	105	34,338.50	291.00	59	106	-----	92	7,271.03	125.00
Rural.....	89	126.7	145	105	22,644.31	254.43	48	92	-----	92	4,671.03	97.31
Fayetteville.....	26	165	-----	-----	10,679.19	431.17	11	165	-----	-----	2,600.00	236.33
Hope Mills.....	5	140	-----	-----	1,015.00	253.75	-----	-----	-----	-----	-----	-----
Currituck.....	45	134	144	103	12,099.54	268.88	17	118	128	104	3,235.98	190.35
Dare.....	28	122.9	123.5	114	8,575.75	306.27	3	111	111	90	486.76	162.25
Davidson.....	165	115	125.8	101.4	36,101.50	215.34	21	119	-----	102.8	4,638.61	220.88
Rural.....	137	105.7	125.8	101.4	26,881.42	196.21	15	102.8	-----	102.8	3,375.82	225.05
Lexington.....	16	160	-----	-----	5,080.00	388.66	3	160	-----	-----	550.00	160.00
Thomasville.....	12	160	-----	-----	4,140.08	376.35	3	160	-----	-----	682.82	227.60
Davie.....	64	117	140	110	14,373.82	228.23	14	111	-----	103	1,937.08	138.36
Rural.....	58	113	140	110	13,058.82	225.15	12	103	-----	103	1,577.08	131.45
Mocksville.....	6	160	-----	-----	1,320.00	264.00	2	160	-----	-----	360.00	180.00
Duplin.....	123	122	-----	-----	26,558.62	216.00	52	107	-----	-----	5,869.47	112.87
Durham.....	149	165	165	130	71,100.50	480.41	57	163	150	120	15,928.39	279.45
Rural.....	83	155	165	130	28,063.45	338.11	21	140	150	120	3,200.48	150.02
Durham.....	66	177	-----	-----	43,037.05	662.11	36	177	-----	-----	12,727.91	353.55
Edgecombe.....	75	146	164.5	117.7	29,459.69	399.59	44	133	-----	122.6	7,446.66	169.24
Rural.....	55	137.3	164.5	117.7	19,733.58	358.80	35	122.6	-----	122.6	5,506.70	157.33
Tarboro.....	20	174	-----	-----	9,726.11	512.00	9	174	-----	-----	1,939.96	215.55
Forsyth.....	232	148	150	120	83,440.08	362.78	59	146	-----	120	14,717.87	249.46
Rural.....	122	121	150	120	34,877.30	285.90	28	120	-----	120	5,317.87	190.00
Winston-Salem.....	103	180	-----	-----	46,902.78	459.83	31	170	-----	-----	9,120.00	296.45
Kernersville.....	7	160	-----	-----	1,660.00	276.66	-----	-----	-----	-----	250.00	250.00
Franklin.....	99	133	150	103	26,561.77	235.00	49	119	129	103	6,846.72	139.72
Rural.....	78	124	150	103	19,341.77	249.97	42	112	129	103	5,196.72	123.73
Franklinton.....	8	160	-----	-----	2,520.00	360.00	2	160	-----	-----	520.00	260.00
Louisburg.....	8	180	-----	-----	3,420.00	488.57	3	180	-----	-----	855.00	285.00
Youngsville.....	5	160	-----	-----	1,280.00	320.00	2	160	-----	-----	275.00	137.50
Gaston.....	148	128	147	101	51,475.97	333.53	38	90	100	80	4,116.25	101.54
Rural.....	112	118	147	101	34,217.33	305.51	34	82	100	80	2,853.75	81.03
Gastonia.....	36	160	-----	-----	14,947.64	415.21	4	160	-----	-----	1,000.00	250.00
Cherryville.....	-----	-----	-----	-----	2,311.00	-----	-----	-----	-----	-----	287.50	-----
Gates.....	48	176	180	110	11,663.34	243.09	27	119	156	108	3,614.40	133.86
Graham.....	34	94	120	92	4,787.94	140.82	-----	-----	-----	-----	-----	-----

TABLE IX. SALARIES AND TERM—Continued.

	White.						Colored.					
	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Provided by County Fund.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Provided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Granville.....	105	125	129	104	\$ 29,046.69	\$279.30	50	112	103	104	\$7,383.87	\$ 147.27
Rural.....	91	116.6	129	104	24,282.94	266.84	45	105	108	104	6,213.87	138.08
Oxford.....	14	180			4,763.75	366.44	5	180			1,170.00	234.00
Greene.....	45	116	157	108	11,065.05	245.88	24	108	119	103	2,793.53	116.40
Guilford.....	323	147	143	103.6	110,336.22	345.90	76	136	120	103.3	17,391.00	228.81
Rural.....	205	131	143	103.6	57,756.72	281.74	47	112	120	103.3	7,706.00	163.95
Greensboro.....	67	180			31,927.55	476.50	15	180			6,990.00	446.00
High Point.....	41	170			17,981.95	449.55	14	170			2,545.00	181.80
Guilford College.....	4	140			1,365.00	341.25						
Gibsonville.....	6	140			1,305.00	261.00					150.00	
Halifax.....	97	147	170	126	27,038.77	290.24	74	127	160	120	10,806.64	146.03
Rural.....	55	133	170	126	13,764.36	250.26	63	120	160	120	8,505.50	135.00
Scotland Neck.....	11	180			3,645.00	364.50	3	180			610.00	209.33
Weldon.....	10	165			3,209.91	356.65	3	165			673.89	224.63
Enfield.....	9	160			2,390.00	298.75	3	160			640.00	216.66
Roanoke Rapids.....	12	160			4,029.50	366.32	2	160			376.00	188.00
Harnett.....	132	116	139	102.5	27,024.52	206.30	34	103		101	3,668.24	107.90
Rural.....	119	112	139	102.5	21,973.52	184.65	32	101		101	3,178.24	99.32
Dunn.....	13	160			5,051.00	421.00	2	140			490.00	245.00
Haywood.....	98	142	140	102	25,704.45	267.75	5	158		102	1,175.00	235.00
Rural.....	74	133	140	102	16,749.45	226.34	1	102		102	100.00	100.00
Waynesville.....	12	160			3,990.00	362.72	3	160			760.00	253.33
Canton.....	12	180			4,965.00	451.36	1	160			315.00	315.00
Henderson.....	86	109	117	89	17,784.03	209.22	12	110	120	80	1,648.91	137.41
Rural.....	74	100	117	89	14,029.03	189.58	9	90	120	80	1,078.91	119.88
Hendersonville.....	12	170			3,755.00	341.36	3	170			570.00	190.00
Hertford.....	45	120	140	110	10,478.97	232.86	40	110		110	5,288.48	132.21
Hoke.....	34	127.7	142.2	96	11,425.00	336.03	31	92.7	105	92	3,080.18	99.36
Hyde.....	38	133.7	153.7	103.6	11,027.52	290.20	23	104.4	112	103.3	4,281.68	186.16
Iredell.....	183	120	120	98	44,991.32	248.57	43	101		89	5,730.90	133.27
Rural.....	160	107	120	98	32,875.07	205.47	36	89		89	3,830.90	106.41
Mooresville.....	16	160			4,657.50	310.50	3	160			720.00	240.00
Statesville.....	17	170			7,458.75	466.17	4	160			1,180.00	295.00
Jackson.....	85	119.7	134	100	19,318.67	227.28	5	126.6	126.6	100	491.00	98.20
Johnston.....	181	119	115	96	55,171.15	308.44	50	105	120	95	6,499.91	199.98
Rural.....	160	111	115	96	46,881.15	293.01	43	99	120	95	5,154.91	120.00
Selma.....	11	177			4,590.00	459.00	3	177			657.00	225.00
Smithfield.....	10	180			3,700.00	411.11	4	120			670.00	167.50
Jones.....	41	128	165	105	9,121.63	222.48	25	110	125	100	2,668.50	106.74
Lee.....	64	144	142	103.3	15,579.12	251.28	21	127	128	103.3	2,732.33	130.11
Rural.....	44	139	142	103.3	9,091.62	206.63	21	127	128	103.3	2,732.33	130.11
Sanford.....	13	160			4,410.00	367.50						
Jonesboro.....	7	162			2,077.50	349.25						
Lenoir.....	93	131	128	112	25,644.66	275.75	37	117		102	5,707.25	154.25
Rural.....	61	116	128	112	13,611.51	223.14	28	102		102	3,607.25	128.83
Kinston.....	25	160			9,873.15	411.33	7	160			1,660.00	237.14
LaGrange.....	7	160			2,160.00	360.00	2	160			440.00	220.00
Lincoln.....	94	119	128	105	20,591.95	221.42	15	122		103	2,190.30	146.22
Rural.....	84	113	128	105	16,821.95	200.23	11	103		103	1,435.30	130.48
Lincolnton.....	10	176			3,770.00	418.88	4	176			755.00	188.75

TABLE IX. SALARIES AND TERM—Continued.

	White.						Colored.					
	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Provided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Provided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Macon.....	73	89	120	80	\$ 17,031.56	\$219.61	4	80	-----	80	\$ 391.00	\$ 97.75
Madison.....	96	88	134	80	19,509.42	203.22	4	80	-----	80	380.00	95.00
Martin.....	61	133	160	108	16,207.01	274.70	34	115	160	102	5,473.35	160.98
Rural.....	48	125	160	108	12,841.26	267.52	29	107	160	102	4,312.10	148.70
Williamston.....	7	175	-----	-----	1,661.75	276.96	4	160	-----	-----	881.25	220.31
Robersonville.....	6	160	-----	-----	1,704.00	340.80	1	160	-----	-----	280.00	280.00
McDowell.....	90	121	138	100	22,340.43	253.87	13	100	-----	100	1,510.50	116.20
Rural.....	73	122	138	100	17,120.43	234.58	13	100	-----	100	1,510.50	116.20
Marion.....	12	100	-----	-----	4,054.00	368.54	-----	-----	-----	-----	-----	-----
Old Fort.....	5	160	-----	-----	1,166.00	291.50	-----	-----	-----	-----	-----	-----
Mecklenburg.....	233	154	140	124	101,021.93	435.44	96	113	-----	80	17,584.33	183.17
Rural.....	135	135	140	124	47,290.59	350.30	64	80	-----	80	6,248.76	94.51
Charlotte.....	98	180	-----	-----	53,731.34	553.93	32	180	-----	-----	11,335.57	322.98
Mitchell.....	72	104	125	100	12,525.84	173.97	1	100	-----	100	112.50	112.50
Montgomery.....	75	103	109	94	14,896.91	201.31	26	113	-----	99	4,235.99	162.92
Rural.....	70	99	109	94	13,776.91	196.81	20	99	-----	99	2,475.99	123.79
Troy.....	5	157	-----	-----	1,120.00	280.00	6	160	-----	-----	1,760.00	293.33
Moore.....	105	17	154	103	24,694.10	242.09	31	113	145	103	4,381.72	141.34
Rural.....	90	125	154	103	19,592.10	217.69	31	113	145	103	4,381.72	141.34
Carthage.....	7	180	-----	-----	2,790.00	465.00	-----	-----	-----	-----	-----	-----
Southern Pines.....	4	160	-----	-----	1,312.00	437.33	-----	-----	-----	-----	-----	-----
Aberdeen.....	4	160	-----	-----	1,000.00	333.33	-----	-----	-----	-----	-----	-----
Nash.....	126	135	148	90.3	49,049.88	379.43	46	110	-----	97.6	7,417.00	161.23
Rural.....	92	119	148	90.3	30,841.06	235.23	39	97.6	-----	97.6	5,153.89	132.15
Rocky Mount.....	34	180	-----	-----	15,876.82	481.11	7	180	-----	-----	1,956.36	279.48
Spring Hope.....	9	160	-----	-----	2,332.00	291.50	2	160	-----	-----	306.75	153.37
New Hanover.....	90	171	160	-----	41,953.41	471.40	41	170	160	-----	13,348.00	325.56
Rural.....	23	160	160	-----	7,362.00	320.08	14	160	160	-----	4,256.75	304.05
Wilmington.....	67	175	-----	-----	34,591.41	524.11	27	175	-----	-----	9,091.25	336.71
Northampton.....	78	136.4	148	114	25,113.76	321.97	52	102.2	110	90	6,485.54	124.72
Onslow.....	75	124	148	104	22,370.32	298.27	25	103	103.4	102.3	3,445.66	137.83
Orange.....	80	122	154	106	19,279.37	244.04	31	108	143	98	4,229.83	136.44
Rural.....	73	117	154	106	16,200.62	221.93	31	108	143	98	4,229.83	136.44
Chapel Hill.....	7	180	-----	-----	3,078.75	513.12	-----	-----	-----	-----	-----	-----
Pamlico.....	46	128	153	91.4	12,349.72	268.46	20	85.8	82	85	2,527.00	126.35
Pasquotank.....	64	141	-----	117.3	18,863.24	294.82	22	138	-----	108.5	5,010.60	227.75
Rural.....	39	117.3	-----	117.3	6,348.35	163.80	13	108.5	-----	108.5	2,333.10	179.47
Elizabeth City.....	25	180	-----	-----	12,519.89	521.66	9	180	-----	-----	2,677.50	297.50
Pender.....	63	118	133	98	17,911.07	284.30	45	95	106	83	5,133.05	114.07
Perquimans.....	42	117	117	104	8,702.75	212.26	28	111	-----	103	4,378.22	156.37
Rural.....	32	104	117	104	5,432.25	169.75	24	103	-----	103	3,338.22	139.09
Hertford.....	10	160	-----	-----	3,270.50	363.60	4	160	-----	-----	1,040.00	260.00
Person.....	65	131	140	120.5	18,498.00	289.03	34	125	-----	120	3,901.30	114.75
Rural.....	54	121.2	140	120.5	14,136.25	261.78	31	120	-----	120	3,322.00	107.48
Roxboro.....	11	180	-----	-----	4,361.75	436.17	3	180	-----	-----	579.30	193.10
Pitt.....	156	119	173	103	42,510.81	274.26	48	102	113	93	6,583.96	137.17
Rural.....	140	114	173	103	36,205.06	258.61	42	94	113	93	5,361.95	127.67
Greenville.....	16	166	-----	-----	6,305.75	420.33	6	158	-----	-----	1,222.01	203.50
Polk.....	41	101	140	98	8,365.25	204.03	8	100.1	-----	100.1	1,053.73	131.71

TABLE IX. SALARIES AND TERM—Continued.

		White.						Colored.					
		Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Provided by County Fund.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Provided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Randolph.....	150	111	126	95.4	\$ 29,969.45	\$202.50		29	103		97	\$3,186.57	\$ 109.88
Rural.....	132	105	126	95.4	25,009.45	189.39		26	97		97	2,354.57	90.56
Asheboro.....	11	156			3,240.00	324.00		3	156			832.00	277.33
Randleman.....	7	156			1,720.00	286.66							
Richmond.....	77	156	165.2	113.4	24,709.89	329.46		36	120	118	103.3	4,850.02	133.61
Rural.....	56	147.6	165.2	113.4	15,932.39	284.51		29	105.4	118	103.3	3,526.27	121.60
Rockingham.....	11	180			4,882.50	488.25		4	180			721.25	180.31
Hamlet.....	10	180			3,895.00	432.78		3	180			602.50	200.83
Robeson.....	155	154	155.4	102	48,231.34	315.24		115	103	116	100.7	19,231.97	167.23
Rural.....	139	151	155.4	102	42,672.59	307.00		109	106.4	116	100.7	17,934.47	165.00
Maxton.....	6	176			2,430.00	486.00		3	120			540.00	180.00
Lumberton.....	10	180			3,128.75	347.64		3	140			707.50	235.83
Rockingham.....	157	133	128	110	42,617.19	273.18		54	125	128	110	8,166.56	151.23
Rural.....	142	113	128	110	36,346.44	257.37		46	113	128	110	6,294.56	136.84
Reidsville.....	15	180			6,270.75	447.91		8	180			1,872.00	234.00
Rowan.....	180	120	138.3	104.3	39,762.82	223.38		47	111	115	100	6,764.08	143.92
Rural.....	143	103.3	138.3	104.3	24,593.57	172.02		41	103	115	100	4,993.83	121.80
Salisbury.....	27	166			12,464.25	479.04		6	166			1,770.25	295.04
Spencer.....	10	160			2,700.00	300.00							
Rutherford.....	123	113	116	101	24,929.12	204.33		22	92		92	2,338.80	106.31
Rural.....	116	110	116	101	23,545.32	202.97		22	92		92	2,338.80	106.31
Rutherfordton.....	7	160			1,383.80	230.63							
Sampson.....	154	113	129	100	33,798.82	220.91		50	105	106	102	5,106.02	102.12
Rural.....	144	111	129	100	30,558.82	212.21		46	104	106	102	4,506.02	98.00
Clinton.....	10	140			3,240.00	360.00		4	120			600.00	150.00
Scotland.....	45	142	146	99	15,183.75	337.42		48	117	95	90	5,322.94	110.90
Rural.....	33	129	146	99	10,226.25	309.88		33	94	95	90	4,622.94	140.09
Laurinburg.....	12	180			4,957.50	413.13		15	170			700.00	46.66
Stanly.....	97	118	166	100	20,179.11	210.20		11	100		100	1,233.00	112.09
Rural.....	89	113	166	100	16,991.61	190.91		11	100		100	1,233.00	112.09
Albemarle.....	8	170			3,187.50	455.36							
Stokes.....	106	117	128	115	21,529.16	203.10		11	105	106	99	1,430.53	130.05
Surry.....	141	113	121	100	34,073.90	245.13		16	113	121	100	2,076.99	129.81
Rural.....	121	103	121	100	27,078.90	223.80		14	103	121	100	1,536.99	109.78
Mt. Airy.....	15	180			5,715.00	408.00		2	180			540.00	270.00
Elkin.....	5	160			1,280.00	320.00							
Swain.....	65	104	135	92	15,138.00	232.90		2	94	102	87	287.25	143.63
Transylvania.....	49	122.7	140	86	12,899.52	263.25		5	97.2	97.2		540.30	108.06
Tyrrell.....	21	103	144	104	7,427.90	353.71		10	100		100	1,459.93	145.99
Union.....	153	132	130	104	44,916.71	296.82		43	108		100	6,458.50	150.20
Rural.....	135	125	130	104	37,256.86	275.98		39	100		100	5,378.50	147.91
Monroe.....	18	180			7,659.85	450.58		4	180			1,080.00	270.00
Vance.....	63	134	126	103	29,910.25	312.09		35	130	120	103	6,172.09	176.34
Rural.....	44	110	126	103	11,635.25	264.44		25	110	120	103	3,302.09	132.08
Henderson.....	24	180			9,275.00	403.36		10	180			2,870.00	287.00
Wake.....	236	141	146.76	100	91,451.03	389.15		116	125	111.73	100	22,285.58	192.11
Rural.....	169	130.4	146.76	100	49,442.20	292.40		84	108.75	111.73	100	10,888.26	129.26
Raleigh.....	67	168			42,003.88	636.10		32	168			11,427.32	357.10
Warren.....	62	125.5	140	110	16,675.82	268.95		54	109.5	116	103	6,709.89	124.26

TABLE IX. SALARIES AND TERM—Continued.

	White.						Colored.					
	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Pro- vided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.	Number Teachers.	Average Term in Days.	Average Term in Days, Local Tax Districts.	Average Term in Days, Pro- vided by County Funds.	Total Amount Paid Teachers for Year.	Average Amount Paid Each Teacher for Year.
Washington.....	48	135	160	103	\$ 10,025.13	\$217.94	25	122	-----	103	\$4,289.30	\$ 171.57
Rural.....	36	123	160	103	6,298.38	174.95	18	103	-----	103	3,038.55	168.81
Roper.....	5	160	-----	-----	1,280.00	320.00	2	160	-----	-----	525.00	262.50
Plymouth.....	7	179	-----	-----	2,446.75	406.63	5	179	-----	-----	725.75	145.15
Watauga.....	84	103	120	103	12,590.25	149.88	3	80	-----	80	300.00	100.00
Wayne.....	149	132	133	102	43,932.93	300.91	67	126	120	102	10,853.76	162.00
Rural.....	100	110	133	102	24,006.70	240.06	46	104	120	102	5,510.91	119.80
Goldsboro.....	30	180	-----	-----	14,176.23	488.84	14	180	-----	-----	3,807.85	271.99
Mt. Olive.....	10	160	-----	-----	2,960.00	388.88	5	160	-----	-----	1,200.00	240.00
Fremont.....	9	180	-----	-----	2,790.00	348.75	2	180	-----	-----	335.00	167.50
Wilkes.....	221	112	120	100	36,874.07	176.70	26	109	110	100	2,818.00	108.40
Rural.....	210	110	120	100	33,612.82	160.06	24	105	110	100	2,378.00	99.08
N. Wilkesboro.....	11	152	-----	-----	3,261.25	326.12	2	157	-----	-----	440.00	220.00
Wilson.....	105	110	130	96	30,668.83	300.67	45	131	-----	96	8,798.88	195.42
Rural.....	70	104	130	96	16,499.78	235.71	26	102	-----	96	3,498.96	134.57
Wilson.....	22	180	-----	-----	11,271.55	536.74	15	180	-----	-----	4,704.92	313.66
Lucama.....	7	156	-----	-----	1,410.00	235.00	2	120	-----	-----	260.00	130.00
Elm City.....	6	170	-----	-----	1,487.50	297.50	2	170	-----	-----	330.00	165.00
Yadkin.....	80	113	155	110	17,665.68	220.82	8	107	-----	107	927.55	110.94
Yancey.....	76	105	129	102	13,527.25	178.00	2	120	-----	120	267.00	133.50
North Carolina.....	10,082	124.22	137	103	2,707,611.01	271.36	3,173	114.8	120	100	484,114.83	152.57
Rural.....	8,344	115.5	137	103	1,963,098.10	235.27	2,650	104	120	100	340,319.42	128.42
City.....	1,738	166	-----	-----	744,512.91	454.42	523	167	-----	-----	143,795.41	273.03

E. SCHOOLHOUSES, DISTRICTS, AND SCHOOLS.

TABLE X. SCHOOL PROPERTY, 1913-1914.

This table shows, by races, the number and value of public schoolhouses and grounds, rural and city.

SUMMARY OF TABLE X AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Total value all school property, 1913-'14.....	\$5,030,710.02	\$4,047,993.25	\$ 9,078,703.27
Total value all school property, 1912-'13.....	4,481,027.50	3,668,795.06	8,149,822.56
Increase.....	549,682.52	379,198.19	928,880.71
Value white school property, 1913-'14.....	4,470,892.25	3,568,074.09	8,056,966.34
Value white school property, 1912-'13.....	3,970,775.00	3,260,165.76	7,230,940.76
Increase.....	500,117.25	325,908.33	826,025.58
Value colored school property, 1913-'14.....	559,817.77	461,919.16	1,021,736.93
Value colored school property, 1912-'13.....	510,252.50	408,629.30	918,881.80
Increase.....	49,565.27	53,289.86	102,855.13
Total number schoolhouses, 1913-'14.....	7,619	309	7,928
Total number schoolhouses, 1912-'13.....	7,512	296	7,808
Increase.....	107	13	120
Number white schoolhouses, 1913-'14.....	5,356	199	5,555
Number white schoolhouses, 1912-'13.....	5,301	190	5,491
Increase.....	55	9	64
Number colored schoolhouses, 1913-'14.....	2,263	110	2,373
Number colored schoolhouses, 1912-'13.....	2,211	106	2,317
Increase.....	52	4	56
Average value each schoolhouse, 1913-'14.....	\$ 655.04	\$ 13,100.30	\$ 1,162.74
Average value each schoolhouse, 1912-'13.....	596.51	12,394.58	1,043.78
Increase.....	58.53	705.72	118.96
Average value each schoolhouse (white), 1913-'14.....	851.55	18,020.47	1,450.39
Average value each schoolhouse (white), 1912-'13.....	749.06	17,158.76	1,316.87
Increase.....	102.49	861.71	133.52
Average value each schoolhouse (colored), 1913-'14.....	247.38	4,199.27	430.57
Average value each schoolhouse (colored), 1912-'13.....	230.78	3,855.00	396.60
Increase.....	16.60	344.27	33.97

	White.		Colored.		Total Houses.	Total Value.
	Number of School- houses.	Total Value of School Property.	Number of School- houses.	Total Value of School Property.		
Alamance.....	59	\$107,975.00	29	\$ 9,845.00	88	\$ 117,820.00
Rural.....	52	55,975.00	27	7,045.00	79	63,020.00
Burlington.....	4	18,000.00	1	2,000.00	5	20,000.00
Graham.....	1	20,000.00	1	800.00	2	20,800.00
Haw River.....	1	6,000.00			1	6,000.00
Mebane.....	1	8,000.00			1	8,000.00
Alexander.....	51	18,715.00	6	1,237.00	57	19,952.00
Alleghany.....	38	25,920.00	2	150.00	40	26,070.00
Anson.....	47	71,000.00	42	16,000.00	89	87,000.00
Rural.....	45	51,000.00	41	13,000.00	86	64,000.00
Wadesboro.....	2	20,000.00	1	3,000.00	3	23,000.00

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School- houses.	Total Value of School Property.	Number of School- houses.	Total Value of School Property.		
Ashe.....	99	\$ 31,750.00	10	\$ 523.00	109	\$ 32,273.00
Avery.....	44	13,500.00	2	300.00		13,800.00
Beaufort.....	75	121,437.33	35	9,682.86	110	131,110.14
Rural.....	73	47,031.00	32	4,264.00	105	51,295.00
Washington.....	1	49,406.33	2	2,918.86	3	52,325.14
Belhaven.....	1	25,000.00	1	2,500.00	2	27,500.00
Bertie.....	62	54,000.00	52	13,000.00	114	67,000.00
Rural.....	60	36,500.00	51	12,500.00	111	49,000.00
Winlsor.....	1	15,000.00	1	500.00	2	15,500.00
Aulander.....	1	2,500.00			1	2,500.00
Bladen.....	74	30,420.00	47	4,500.00	121	34,920.00
Brunswick.....	35	21,725.00	26	3,000.00	61	24,725.00
Buncombe.....	105	319,893.00	16	26,852.00	121	346,745.00
Rural.....	93	100,053.00	13	4,787.00	106	104,840.00
Asheville.....	12	219,840.00	3	22,065.00	15	241,905.00
Burke.....	59	58,575.00	11	2,050.00	70	60,625.00
Rural.....	58	23,575.00	10	1,550.00	68	25,125.00
Morganton.....	1	35,000.00	1	500.00	2	35,500.00
Cabarrus.....	49	103,000.00	21	9,200.00	70	112,200.00
Rural.....	47	37,500.00	20	4,200.00	67	41,700.00
Concord.....	2	65,500.00	1	5,000.00	3	70,500.00
Caldwell.....	70	89,588.00	14	1,900.00	84	91,488.00
Rural.....	63	61,388.00	13	1,400.00	81	62,788.00
Lenoir.....	1	25,000.00	1	500.00	2	25,500.00
Granite.....	1	3,200.00			1	3,200.00
Camden.....	18	25,000.00	12	2,500.00	30	27,500.00
Carteret.....	45	36,000.00	6	3,900.00	51	39,900.00
Rural.....	42	27,000.00	5	900.00	47	27,900.00
Beaufort.....						
Morehead City.....	3	9,000.00	1	3,000.00	4	12,000.00
Caswell.....	41	19,630.00	39	7,555.00	83	27,185.00
Rural.....	42	18,430.00	38	7,255.00	80	25,685.00
Pelham.....	2	1,200.00	1	300.00	3	1,500.00
Catawba.....	79	93,800.00	17	4,300.00	96	98,100.00
Rural.....	76	46,800.00	15	2,800.00	91	49,600.00
Hickory.....	2	35,000.00	1	1,000.00	3	36,000.00
Newton.....	1	12,000.00	1	500.00	2	12,500.00
Chatham.....	74	36,915.00	40	8,165.00	114	45,080.00
Cherokee.....	56	128,100.00	3	800.00	59	128,900.00
Rural.....	51	85,100.00	2	500.00	53	85,600.00
Andrews.....	4	13,000.00	1	300.00	5	13,300.00
Murphy.....	1	30,000.00			1	30,000.00
Chowan.....	20	30,300.00	15	6,400.00	35	36,700.00
Rural.....	19	20,300.00	15	6,400.00	34	26,700.00
Edenton.....	1	10,000.00			1	10,000.00
Clay.....	15	6,650.00	1	300.00	16	6,950.00
Cleveland.....	75	105,650.00	24	3,200.00	99	108,850.00
Rural.....	73	40,650.00	22	1,200.00	95	41,850.00
Shelby.....	1	40,000.00	1	1,800.00	2	41,800.00
Kings Mountain.....	1	25,000.00	1	200.00	2	25,200.00
Columbus.....	89	80,500.00	34	9,500.00	123	90,000.00
Craven.....	46	149,800.00	33	17,575.00	79	167,375.00
Rural.....	43	64,800.00	32	7,575.00	75	72,375.00
New Bern.....	3	85,000.00	1	10,000.00	4	95,000.00

SCHOOL PROPERTY, 1913-1914

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School-houses.	Total Value of School Property.	Number of School-houses.	Total Value of School Property.		
Cumberland.....	65	\$130,700.00	46	\$ 23,260.00	111	\$ 153,960.00
Rural.....	61	43,200.00	45	11,260.00	106	54,460.00
Fayetteville.....	3	80,000.00	1	12,000.00	4	92,000.00
Hope Mills.....	1	7,500.00	-----	-----	1	7,500.00
Currituck.....	33	22,655.00	14	3,220.00	47	25,875.00
Dare.....	18	9,300.00	1	100.00	19	9,400.00
Davidson.....	95	100,800.00	17	7,850.00	112	108,650.00
Rural.....	93	50,800.00	15	3,550.00	108	54,350.00
Lexington.....	1	40,000.00	1	3,000.00	2	43,000.00
Thomasville.....	1	10,000.00	1	1,300.00	2	11,300.00
Davie.....	37	27,215.00	10	4,395.00	47	31,610.00
Rural.....	36	17,215.00	9	3,395.00	45	20,610.00
Mocksville.....	1	10,000.00	1	1,000.00	2	11,000.00
Duplin.....	80	53,750.00	40	8,500.00	120	62,250.00
Durham.....	36	341,300.00	22	41,500.00	58	382,800.00
Rural.....	31	125,300.00	19	7,500.00	50	132,800.00
Durham.....	5	216,000.00	3	34,000.00	8	250,000.00
Edgecombe.....	42	72,368.00	38	25,405.00	80	97,773.00
Rural.....	39	32,368.00	35	10,405.00	74	42,773.00
Tarboro.....	3	40,000.00	3	15,000.00	6	55,000.00
Forsyth.....	92	279,000.00	28	35,000.00	120	314,000.00
Rural.....	83	60,000.00	24	12,000.00	107	72,000.00
Winston.....	8	210,000.00	4	23,000.00	12	233,000.00
Kernersville.....	1	9,000.00	-----	-----	1	9,000.00
Franklin.....	43	83,000.00	39	13,000.00	82	96,000.00
Rural.....	40	35,000.00	36	5,000.00	76	40,000.00
Franklinton.....	1	18,000.00	1	3,500.00	2	21,500.00
Louisburg.....	1	25,000.00	1	4,000.00	2	29,000.00
Youngsville.....	1	5,000.00	1	500.00	2	5,500.00
Gaston.....	60	97,100.00	28	11,200.00	88	108,300.00
Rural.....	58	58,100.00	27	6,200.00	85	64,300.00
Gastonia.....	2	39,000.00	1	5,000.00	3	44,000.00
Gates.....	32	31,425.00	21	4,450.00	53	35,875.00
Graham.....	23	7,675.00	-----	-----	23	7,675.00
Granville.....	56	71,500.00	45	6,300.00	101	77,800.00
Rural.....	55	43,000.00	44	4,800.00	99	47,800.00
Oxford.....	1	28,500.00	1	1,500.00	2	30,000.00
Greene.....	33	22,600.00	19	4,750.00	51	27,350.00
Guilford.....	99	317,014.22	35	61,080.00	134	378,094.22
Rural.....	85	131,325.00	30	11,930.00	115	143,255.00
Greensboro.....	7	103,639.22	2	9,000.00	9	112,639.22
High Point.....	4	70,000.00	2	40,000.00	6	110,000.00
Guilford College.....	2	7,000.00	-----	-----	2	7,000.00
Gibsonville.....	1	5,000.00	1	150.00	2	5,150.00
Halifax.....	47	83,923.54	57	20,900.30	104	104,823.84
Rural.....	42	20,390.00	53	10,800.00	95	31,190.00
Scotland Neck.....	1	30,000.00	1	5,000.00	2	35,000.00
Weldon.....	1	15,033.54	1	2,350.30	2	17,383.84
Enfield.....	2	6,500.00	1	1,250.00	3	7,750.00
Roanoke Rapids.....	1	12,000.00	1	1,500.00	2	13,500.00
Harnett.....	61	82,475.00	31	6,600.00	92	89,075.00
Rural.....	60	52,475.00	30	6,000.00	90	58,475.00
Dunn.....	1	30,000.00	1	600.00	2	30,600.00

SCHOOL PROPERTY, 1913-1914

149

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School- houses.	Total Value of School Property.	Number of School- houses.	Total Value of School Property.		
Haywood.....	57	\$ 93,400.00	3	\$ 3,100.00	60	\$ 96,500.00
Rural.....	54	28,400.00	1	600.00	55	29,000.00
Waynesville.....	2	50,000.00	1	2,000.00	3	52,000.00
Canton.....	1	15,000.00	1	500.00	2	15,500.00
Henderson.....	55	71,280.00	9	2,720.00	64	74,000.00
Rural.....	54	41,280.00	8	1,720.00	62	43,000.00
Hendersonville.....	1	30,000.00	1	1,000.00	2	31,000.00
Hertford.....	33	25,980.00	34	7,590.00	67	33,570.00
Hoke.....	22	25,525.00	24	5,000.00	46	30,525.00
Hyde.....	27	21,000.00	18	5,500.00	45	26,500.00
Iredell.....	99	123,000.00	34	15,500.00	133	138,500.00
Rural.....	96	55,500.00	32	9,000.00	128	64,500.00
Mooresville.....	2	25,000.00	1	2,500.00	3	27,500.00
Statesville.....	1	42,500.00	1	4,000.00	2	46,500.00
Jackson.....	46	69,550.00	3	2,200.00	49	71,750.00
Johnston.....	101	131,000.00	36	13,240.00	137	144,240.00
Rural.....	99	90,000.00	34	5,240.00	133	95,240.00
Selma.....	1	16,000.00	1	3,000.00	2	19,000.00
Smithfield.....	1	25,000.00	1	5,000.00	2	30,000.00
Jones.....	30	13,200.00	20	4,550.00	50	17,750.00
Lee.....	31	48,000.00	14	4,350.00	45	52,350.00
Rural.....	29	16,000.00	14	4,350.00	43	20,350.00
Sanford.....	1	20,000.00	-----	-----	1	20,000.00
Jonesboro.....	1	12,000.00	-----	-----	1	12,000.00
Lenoir.....	46	67,760.00	27	11,050.00	73	78,810.00
Rural.....	43	29,760.00	25	7,050.00	68	36,810.00
Kinston.....	2	28,000.00	1	2,500.00	3	30,500.00
LaGrange.....	1	10,000.00	1	1,500.00	2	11,500.00
Lincoln.....	57	49,615.00	12	7,225.00	69	56,840.00
Rural.....	56	24,615.00	11	2,225.00	67	26,840.00
Lincolnton.....	1	25,000.00	1	5,000.00	2	30,000.00
Macon.....	57	25,450.00	4	400.00	61	25,850.00
Madison.....	72	50,000.00	4	600.00	76	50,600.00
Martin.....	45	36,000.00	28	9,750.00	73	45,750.00
Rural.....	43	26,000.00	26	7,500.00	69	33,500.00
Williamston.....	1	5,000.00	1	1,500.00	2	6,500.00
Robersonville.....	1	5,000.00	1	750.00	2	5,750.00
McDowell.....	52	74,000.00	11	4,600.00	63	78,600.00
Rural.....	50	40,000.00	11	4,600.00	61	44,600.00
Marion.....	1	30,000.00	-----	-----	1	30,000.00
Old Fort.....	1	4,000.00	-----	-----	1	4,000.00
Mecklenburg.....	80	349,527.00	58	40,610.00	138	390,137.00
Rural.....	72	107,420.00	56	15,610.00	128	123,030.00
Charlotte.....	8	242,107.00	2	25,000.00	10	267,107.00
Mitchell.....	36	17,100.00	1	300.00	37	17,400.00
Montgomery.....	60	43,390.00	22	6,645.00	82	50,035.00
Rural.....	59	17,390.00	18	1,645.00	77	19,035.00
Troy.....	1	26,000.00	4	5,000.00	5	31,000.00
Moore.....	68	105,263.00	28	7,686.00	96	115,949.00
Rural.....	66	81,263.00	28	7,686.00	94	88,949.00
Carthage.....	1	17,000.00	-----	-----	1	17,000.00
Southern Pines.....	1	10,000.00	-----	-----	1	10,000.00

SCHOOL PROPERTY, 1913-1914

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School-houses.	Total Value of School Property.	Number of School-houses.	Total Value of School Property.		
Nash.....	56	\$116,725.00	40	\$ 16,735.00	96	\$ 133,460.00
Rural.....	53	50,725.00	39	6,735.00	92	57,460.00
Rocky Mount.....	3	66,000.00	1	10,000.00	4	76,000.00
New Hanover.....	19	226,901.00	15	20,032.00	34	246,933.00
Rural.....	15	18,171.00	13	6,625.00	28	24,796.00
Wilmington.....	4	208,730.00	2	13,407.00	6	222,137.00
Northampton.....	40	50,300.00	42	9,200.00	82	59,500.00
Onslow.....	52	36,350.00	19	4,275.00	71	40,625.00
Orange.....	47	37,100.00	27	6,000.00	74	43,100.00
Rural.....	46	34,100.00	27	6,000.00	73	40,100.00
Chapel Hill.....	1	3,000.00			1	3,000.00
Pamlico.....	22	30,850.00	12	11,100.00	34	41,950.00
Pasquotank.....	24	80,550.00	15	9,150.00	39	89,700.00
Rural.....	22	18,550.00	13	6,150.00	35	24,700.00
Elizabeth City.....	2	62,000.00	2	3,000.00	4	65,000.00
Pender.....	42	38,500.00	36	6,000.00	78	44,500.00
Perquimans.....	29	32,575.00	20	11,655.00	49	44,230.00
Rural.....	28	15,575.00	19	8,655.00	47	24,230.00
Hertford.....	1	17,000.00	1	3,000.00	2	20,000.00
Person.....	49	37,500.00	32	6,250.00	81	43,750.00
Rural.....	48	15,000.00	31	3,750.00	79	18,750.00
Roxboro.....	1	22,500.00	1	2,500.00	2	25,000.00
Pitt.....	81	116,400.00	52	20,200.00	133	136,600.00
Rural.....	80	86,400.00	51	15,200.00	131	101,600.00
Greenville.....	1	30,000.00	1	5,000.00	2	35,000.00
Polk.....	37	8,800.00	9	1,875.00	46	10,675.00
Randolph.....	102	120,300.00	20	4,875.00	122	125,175.00
Rural.....	100	80,300.00	19	3,375.00	119	83,675.00
Asheboro.....	1	25,000.00	1	1,500.00	2	26,500.00
Randleman.....	1	15,000.00			1	15,000.00
Richmond.....	39	92,000.00	26	8,100.00	65	100,100.00
Rural.....	37	19,000.00	24	4,600.00	61	23,600.00
Rockingham.....	1	43,000.00	1	2,500.00	2	45,500.00
Hamlet.....	1	30,000.00	1	1,000.00	2	31,000.00
Robeson.....	75	174,000.00	82	33,576.00	157	207,576.00
Rural.....	73	104,000.00	80	21,576.00	153	125,576.00
Maxton.....	1	10,000.00	1	2,000.00	2	12,000.00
Lumberton.....	1	60,000.00	1	10,000.00	2	70,000.00
Rockingham.....	81	139,605.00	38	10,000.00	119	149,605.00
Rural.....	79	109,605.00	37	7,500.00	116	117,105.00
Reidsville.....	2	30,000.00	1	2,500.00	3	32,500.00
Rowan.....	88	111,050.00	34	11,415.00	122	122,465.00
Rural.....	84	66,050.00	33	6,415.00	117	72,465.00
Salisbury.....	3	30,000.00	1	5,000.00	4	35,000.00
Spencer.....	1	15,000.00			1	15,000.00
Rutherford.....	82	67,977.00	24	6,571.00	106	74,548.00
Rural.....	81	55,977.00	24	6,571.00	105	62,548.00
Rutherfordton.....	1	12,000.00			1	12,000.00
Sampson.....	85	101,814.25	49	14,219.77	134	116,034.02
Rural.....	84	76,814.25	47	10,719.77	131	87,534.02
Clinton.....	1	25,000.00	2	3,500.00	3	28,500.00

TABLE X. SCHOOL PROPERTY—Continued.

	White.		Colored.		Total Houses.	Total Value.
	Number of School- houses.	Total Value of School Property.	Number of School- houses.	Total Value of School Property.		
Scotland.....	29	\$ 43,415.00	31	\$ 30,547.00	60	\$ 73,962.00
Rural.....	26	13,415.00	23	5,547.00	49	18,962.00
Laurinburg.....	3	30,000.00	8	25,000.00	11	55,000.00
Stanly.....	63	83,850.00	9	2,700.00	72	86,550.00
Rural.....	61	58,850.00	9	2,700.00	70	61,550.00
Albemarle.....	2	25,000.00			2	25,000.00
Stokes.....	68	35,900.00	10	2,100.00	78	38,000.00
Surry.....	96	77,455.00	16	3,700.00	112	81,155.00
Rural.....	92	47,455.00	15	2,100.00	107	49,555.00
Mt. Airy.....	3	25,000.00	1	1,600.00	4	26,600.00
Elkin.....	1	5,000.00			1	5,000.00
Swain.....	44	37,925.00	1	200.00	45	38,125.00
Transylvania.....	28	36,995.00	2	2,750.00	30	39,745.00
Tyrrell.....	18	15,565.00	10	1,500.00	28	17,065.00
Union.....	92	144,135.00	40	10,000.00	132	154,135.00
Rural.....	89	105,135.00	39	7,000.00	128	112,135.00
Monroe.....	3	39,000.00	1	3,000.00	4	42,000.00
Vance.....	29	55,625.00	25	23,000.00	54	78,625.00
Rural.....	25	23,625.00	22	5,000.00	47	28,625.00
Henderson.....	4	32,000.00	3	18,000.00	7	50,000.00
Wake.....	84	362,873.00	61	62,992.00	145	425,865.00
Rural.....	75	243,705.00	57	22,864.00	132	266,569.00
Raleigh.....	9	119,168.00	4	40,128.00	13	159,296.00
Warren.....	37	32,475.00	38	12,000.00	75	44,475.00
Washington.....	31	42,700.00	19	10,700.00	50	53,400.00
Rural.....	28	30,700.00	18	10,000.00	46	40,700.00
Roper.....	2	6,500.00	1	700.00	3	7,200.00
Plymouth.....	1	5,500.00			1	5,500.00
Watauga.....	61	27,000.00	2	100.00	66	27,100.00
Wayne.....	72	134,900.00	43	22,425.00	115	157,325.00
Rural.....	64	60,900.00	40	11,925.00	104	72,825.00
Goldsboro.....	4	44,000.00	1	5,000.00	5	49,000.00
Mt. Olive.....	1	15,000.00	1	3,500.00	2	18,500.00
Fremont.....	3	15,000.00	1	2,000.00	4	17,000.00
Wilkes.....	136	104,137.00	19	6,413.00	155	110,550.00
Rural.....	135	74,137.00	18	4,413.00	153	78,550.00
North Wilkesboro.....	1	30,000.00	1	2,000.00	2	32,000.00
Wilson.....	54	98,200.00	27	26,300.00	81	124,500.00
Rural.....	48	35,000.00	24	10,000.00	72	45,000.00
Wilson.....	3	56,000.00	1	15,000.00	4	71,000.00
Lucama.....	2	1,200.00	1	800.00	3	2,000.00
Elm City.....	1	6,000.00	1	500.00	2	6,500.00
Yadkin.....	60	16,645.00	6	270.00	66	16,915.00
Yancey.....	46	31,190.00	4	250.00	50	31,440.00
North Carolina.....	5,555	8,056,966.34	2,373	1,021,736.93	7,928	9,078,703.27
Rural.....	5,356	4,470,892.25	2,263	559,817.77	7,619	5,030,710.02
City.....	199	3,586,074.09	110	461,919.16	309	4,047,993.25

TABLE XI. LOG SCHOOLHOUSES, DISTRICTS, AND DISTRICTS WITHOUT HOUSES, 1913-1914.

This table shows the number of districts, the number of log schoolhouses, and the number of districts without schoolhouses, by counties and by races.

SUMMARY OF TABLE XI AND COMPARISON WITH 1912-1913.

	1912-'13.	1913-'14.	Decrease.
Number of school districts.....	7,727	7,760	*33
White.....	5,416	5,423	* 7
Colored.....	2,311	2,337	*26
Number of log schoolhouses.....	254	165	89
White.....	114	40	74
Colored.....	140	125	15
Number of districts having no house.....	273	217	56
White.....	150	117	33
Colored.....	123	100	23

	White.			Colored.			Decrease in School Districts.	
	School Districts.	Districts Having Log Houses.	Districts Having No House.	School Districts.	Districts Having Log Houses.	Districts Having No House.	White.	Colored.
Alamance.....	52		2	27	3		2	*1
Alexander.....	51			8		2	1	
Alleghany.....	39		1	3	1	1		
Anson.....	45			41				
Ashe.....	99	5	3	10	3	2	1	
Avery.....	49		5	2			*2	
Beaufort.....	70		10	31			3	
Bertie.....	59			52		1	3	
Bladen.....	75		2	49	2	2	*1	
Brunswick.....	46		5	27		1	*3	
Buncombe.....	93		2	13	1	3	1	4
Burke.....	60		1	10			*4	
Cabarrus.....	49		2	22		2	*1	
Caldwell.....	63		1	13	4		1	1
Camden.....	18			13				1
Carteret.....	42			6			*1	
Caswell.....	44	6	1	38	31	1	*1	
Catawba.....	78			16			*2	
Chatham.....	79	1	6	40	3	3		
Cherokee.....	49	1	1	2		1	*3	
Chowan.....	19			15				
Clay.....	15	1		1				
Cleveland.....	73			22			*1	*1
Columbus.....	90	1		37		3	*1	*1
Craven.....	43			32			1	
Cumberland.....	59			46		6	*2	
Currituck.....	32		1	14			1	
Dare.....	19		1	1		1	*2	
Davidson.....	93	1		15	3		*1	2
Davie.....	40	4		11	5			
Duplin.....	80			41		2	*4	*4

*Increase.

TABLE XI. LOG SCHOOLHOUSES, DISTRICTS, ETC.—Continued.

	White.			Colored.			Decrease in School Districts.	
	School Districts.	Districts Having Log Houses.	Districts Having No House.	School Districts.	Districts Having Log Houses.	Districts Having No House.	White.	Colored.
Durham.....	30			19				
Edgecombe.....	39			35				
Forsyth.....	83			24				
Franklin.....	41		1	36	9		1	
Gaston.....	64		5	26	1	2	1	1
Gates.....	32			21			1	
Graham.....	23	1						
Granville.....	57			45	15		*1	*1
Greene.....	32		1	19				
Guilford.....	86	1	1	33		2		
Halifax.....	46		3	61		8	3	*2
Harnett.....	62		1	32		1	4	1
Haywood.....	55			1		1	*1	
Henderson.....	54			9				
Hertford.....	33			34			1	*4
Hoke.....	23		4	27		3	*1	*3
Hyde.....	27		2	19		2		
Iredell.....	97	1	1	35	1	3	*6	*4
Jackson.....	49	1	3	3			*2	
Johnston.....	99			34		2	5	
Jones.....	28		1	19	1		*1	
Lee.....	32		3	17		2	1	
Lenoir.....	43		1	27		2	1	*3
Lincoln.....	56		1	11			2	1
Macon.....	57			4			1	
Madison.....	72	1		4			*1	
Martin.....	43			26				
McDowell.....	51			11				
Mecklenburg.....	72			58	1	2		1
Mitchell.....	47		5	1			*1	1
Montgomery.....	61			19				*1
Moore.....	63		2	31		3	*1	*2
Nash.....	53			39		1	*1	*1
New Hanover.....	15			13				*1
Northampton.....	40		1	43	1	1	2	2
Onslow.....	51			19			1	
Orange.....	46			27	5	2		*5
Pamlico.....	23		1	11				1
Pasquotank.....	22			16		3		
Pender.....	46			40	2	2	*2	
Perquimans.....	26			19				
Person.....	41			32	12	1	1	
Pitt.....	80			51	4			
Polk.....	37		1	9			*1	1
Randolph.....	103	6		22	2		*6	
Richmond.....	38		6	24	1	2		2
Robeson.....	74		1	83		3		1
Rockingham.....	68	1	1	34	3		4	
Rowan.....	84			26	2	5		2
Rutherford.....	81		2	24			*2	
Sampson.....	84			49		2		*1
Scotland.....	23			21				*1

*Increase.

LOG HOUSES AND DISTRICTS, 1913-1914

TABLE XI. LOG SCHOOLHOUSES, DISTRICTS, ETC.—*Continued.*

	White.			Colored.			Decrease in School Districts.	
	School Districts.	Districts Having Log Houses.	Districts Having No House.	School Districts.	Districts Having Log Houses.	Districts Having No House.	White.	Colored.
Stanly.....	63		2	10		1	*1	1
Stokes.....	68			10	5			
Surry.....	96	2	1	15	2		*2	*1
Swain.....	47	3	3	2		1	1	
Transylvania.....	31		3	2				
Tyrrell.....	18			10			3	
Union.....	91		2	39			4	
Vance.....	25			24		2		
Wake.....	76		3	58		2	1	1
Warren.....	41		2	38			*1	*4
Washington.....	28			18				
Watauga.....	64	1		3	1	1	1	
Wayne.....	64			40		1		1
Wilkes.....	135			18		1	*2	2
Wilson.....	45			28		1		*2
Yadkin.....	55	2	3	9	1	4		
Yancey.....	51	1	6	2			*1	
Total.....	5,423	40	117	2,337	125	100	*7	*26

*Increase.

TABLE XII. NUMBER OF WHITE RURAL SCHOOLS, ETC., 1913-1914.

This table shows the number of white rural schools, the school population and the land area of the counties, the number of white rural schools having only one teacher, the number of white rural schools having two or more teachers, and the number of white rural schools in which some high school subjects are taught.

SUMMARY OF TABLE XII AND COMPARISON WITH 1912-1913.

White.	1912-'13.	1913-'14.	Increase.
Number of rural white schools.....	5,425	5,247	2
Rural white school population.....	429,175	429,399	*792
Land area of State.....	48,580	48,580	-----
Average area covered by each rural school.....	8.9	8.9	-----
School population to each rural school.....	79	78.9	*.1
Number of schools having only one teacher.....	3,777	3,368	*409
Number of schools having two or more teachers.....	1,648	2,059	411
Number of schools in which some high-school subjects are taught.....	1,038	1,124	86

	Number of Rural White Schools.	Rural White School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Alamance.....	52	4,083	494	24	28	5
Alexander.....	51	3,966	297	17	34	10
Alleghany.....	38	2,703	223	25	13	9
Anson.....	45	3,160	551	27	18	13
Ashe.....	98	6,806	399	76	22	16
Avery.....	49	3,653	230	39	10	2
Beaufort.....	72	4,163	819	47	25	12
Bertie.....	62	2,895	712	50	12	14
Bladen.....	71	3,396	1,013	60	11	12
Brunswick.....	40	2,916	812	27	13	9
Buncombe.....	93	10,419	624	53	40	24
Burke.....	60	5,144	534	44	16	2
Cabarrus.....	51	4,927	387	26	25	6
Caldwell.....	67	4,874	427	43	24	7
Camden.....	18	1,275	218	11	7	6
Carteret.....	42	2,666	538	31	11	2
Caswell.....	42	2,215	396	30	12	7
Catawba.....	78	7,590	408	27	51	9
Chatham.....	78	4,851	676	64	14	12
Cherokee.....	52	4,051	451	34	18	7
Chowan.....	19	1,208	161	13	6	-----
Clay.....	15	1,401	185	7	8	2
Cleveland.....	73	7,312	485	25	48	15
Columbus.....	90	6,336	937	55	35	26
Craven.....	43	2,450	635	34	9	9
Cumberland.....	59	3,945	665	31	28	18
Currituck.....	33	6,816	273	24	9	8

*Decrease.

TABLE XII. NUMBER OF WHITE RURAL SCHOOLS—*Continued.*

	Number of Rural White Schools.	Rural White School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Dare.....	18	1,454	405	9	9	5
Davidson.....	91	7,056	563	53	38	17
Davie.....	41	3,354	264	32	9	5
Duplin.....	78	5,344	830	55	23	16
Durham.....	31	4,725	284	12	19	21
Edgecombe.....	39	2,374	515	30	9	8
Forsyth.....	83	6,474	369	56	27	3
Franklin.....	43	3,413	471	24	19	8
Gaston.....	64	7,492	359	43	21	15
Gates.....	32	1,944	356	21	11	6
Graham.....	23	1,604	302	17	6	2
Granville.....	57	3,440	504	32	25	28
Greene.....	33	2,491	258	25	8	5
Guilford.....	86	10,124	674	45	41	30
Halifax.....	45	2,081	681	37	8	7
Harnett.....	61	5,131	596	33	28	51
Haywood.....	55	6,052	541	28	27	2
Henderson.....	52	41,393	362	38	14	6
Hertford.....	33	1,590	339	25	8	2
Hoke.....	24	1,468	380	17	7	7
Hyde.....	28	1,365	596	22	6	6
Iredell.....	97	6,643	592	43	54	36
Jackson.....	49	4,660	494	28	21	7
Johnston.....	99	10,308	688	54	45	11
Jones.....	30	1,590	403	24	6	5
Lee.....	32	1,885	247	22	10	5
Lenoir.....	43	2,436	436	25	18	15
Lincoln.....	58	4,427	296	30	28	8
Macon.....	57	4,217	531	46	11	5
Madison.....	72	7,378	431	50	22	6
Martin.....	43	2,439	438	36	7	10
McDowell.....	50	4,406	1,437	35	15	20
Mecklenburg.....	72	7,122	590	34	38	41
Mitchell.....	47	3,626	219	20	27	-----
Montgomery.....	61	3,365	489	51	10	4
Moore.....	67	4,146	643	46	21	5
Nash.....	51	5,726	584	30	21	12
New Hanover.....	15	1,100	199	9	6	8
Northampton.....	38	2,865	523	13	25	20
Onslow.....	51	3,424	645	35	16	9
Orange.....	46	3,020	386	25	21	13
Pamlico.....	23	2,078	358	7	16	15
Pasquotank.....	22	1,334	231	16	6	4
Pender.....	46	2,610	883	30	16	8
Perquimans.....	27	1,800	251	18	9	4
Person.....	49	3,008	386	41	8	-----
Pitt.....	80	5,410	644	50	30	40
Polk.....	35	2,093	258	29	6	1
Randolph.....	109	7,903	795	79	30	20
Richmond.....	37	3,136	466	30	7	5
Robeson.....	75	6,094	1,006	32	43	42

TABLE XII. NUMBER OF WHITE RURAL SCHOOLS—Continued.

	Number of Rural White Schools.	Rural White School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Rockingham.....	79	8,079	573	46	33	11
Rowan.....	84	8,268	483	41	43	16
Rutherford.....	81	7,370	547	46	35	11
Sampson.....	83	6,237	921	48	35	27
Scotland.....	23	1,618	387	14	9	7
Stanly.....	63	6,842	413	46	17	5
Stokes.....	68	6,445	472	33	35	5
Surry.....	88	8,133	531	52	36	11
Swain.....	48	3,380	560	38	10	3
Transylvania.....	29	2,447	371	20	9	6
Tyrrell.....	18	1,146	397	15	3	3
Union.....	91	8,268	561	49	42	17
Vance.....	25	1,640	276	9	16	4
Wake.....	77	8,878	841	24	53	26
Warren.....	41	2,253	432	28	13	13
Washington.....	28	2,200	334	22	6	4
Watauga.....	64	4,320	323	40	24	4
Wayne.....	64	4,600	597	40	24	13
Wilkes.....	133	9,895	718	79	54	34
Wilson.....	45	5,840	392	28	17	4
Yadkin.....	55	4,838	334	37	18	3
Yancey.....	51	4,863	302	27	24	6
Total.....	5,427	429,399	48,580	3,368	2,059	1,124

TABLE XIII. NUMBER OF COLORED RURAL SCHOOLS, ETC., 1913-1914.

This table shows the number of colored rural schools, the school population and the land area of the counties, the number of colored rural schools having only one teacher, the number of colored rural schools having two or more teachers, and the number of colored rural schools in which some high school subjects are taught.

SUMMARY OF TABLE XIII AND COMPARISON WITH 1912-1913.

Colored.	1912-'13.	1913-'14.	Increase.
Number of colored rural schools.....	2,263	2,318	55
Colored rural school population.....	195,857	198,737	3,057
Land area of State.....	48,580	48,580	
Average area covered by each rural school.....	21.4	20.9	* .5
School population to each school.....	82.1	85	2.9
Number of schools having only one teacher.....	2,043	1,972	*71
Number of schools having two or more teachers.....	220	346	126
Number of schools in which some high school subjects are taught.....	75	65	*10

	Number of Rural Colored Schools.	Rural Colored School Population.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Alamance.....	27	2,216	494	23	4	
Alexander.....	8	369	297	7	1	
Alleghany.....	3	115	223	3		
Anson.....	42	3,768	551	35	7	
Ashe.....	10	210	399	10		
Avery.....	2	81	230	2		
Beaufort.....	32	2,529	819	24	8	
Bertie.....	52	4,733	712	43	9	2
Bladen.....	47	3,044	1,013	44	3	
Brunswick.....	25	2,011	812	22	3	
Buncombe.....	13	855	624	11	2	
Burke.....	10	471	534	10		
Cabarrus.....	23	1,699	387	22	1	
Caldwell.....	13	573	427	13		
Camden.....	13	949	218	13		
Carteret.....	6	259	538	6		
Caswell.....	38	2,711	396	35	3	4
Catawba.....	16	934	408	15	1	1
Chatham.....	38	2,722	676	34	4	
Cherokee.....	2	215	451	2		
Chowan.....	15	1,841	161	9	6	
Clay.....	1	53	185	1		
Cleveland.....	22	1,779	485	15	7	2
Columbus.....	44	3,045	937	36	8	2
Craven.....	32	2,508	635	26	6	
Cumberland.....	46	3,157	665	46		
Currituck.....	14	1,014	273	11	3	

*Decrease.

TABLE XIII. NUMBER OF COLORED RURAL SCHOOLS—Continued.

	Number of Rural Colored Schools.	Rural Colored School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Dare.....	1	164	405		1	
Davidson.....	15	676	563	14	1	
Davie.....	11	755	264	10	1	
Duplin.....	41	3,233	830	31	7	3
Durham.....	19	2,158	284	17	2	
Edgecombe.....	35	4,898	515	35		
Forsyth.....	24	1,565	369	20	4	
Franklin.....	37	3,117	471	32	5	
Gaston.....	31	2,416	359	27	4	2
Gates.....	21	1,878	356	16	5	
Graham.....			302			
Granville.....	45	3,230	504	44	1	
Greene.....	19	2,435	258	13	6	
Guilford.....	35	2,923	674	25	10	
Halifax.....	61	6,797	681	60	1	
Harnett.....	30	1,939	596	27	3	3
Haywood.....	1	23	541	1		
Henderson.....	9	341	362	7	2	
Hertford.....	34	3,051	339	23	11	
Hoke.....	29	2,516	380	27	2	
Hyde.....	20	1,345	596	18	2	
Iredell.....	34	2,133	592	32	2	
Jackson.....	3	216	494	1	2	
Johnston.....	34	3,273	688	29	5	2
Jones.....	21	1,562	403	18	3	
Lee.....	17	1,326	247	15	2	2
Lenoir.....	27	2,183	436	26	1	
Lincoln.....	11	1,026	296	10	1	
Macon.....	4	205	531	4		
Madison.....	4	149	431	4		
Martin.....	26	2,565	438	23	3	2
McDowell.....	11	790	437	10	1	1
Mecklenburg.....	56	5,400	590	48	8	
Mitchell.....	1	42	219	1		
Montgomery.....	20	1,320	489	18	2	2
Moore.....	27	2,779	643	24	3	
Nash.....	38	3,322	584	37	1	
New Hanover.....	13	1,023	199	12	1	
Northampton.....	42	4,656	523	29	13	7
Onslow.....	18	1,490	645	12	6	
Orange.....	27	1,887	386	25	2	1
Pamlico.....	12	1,477	358	6	6	2
Pasquotank.....	13	1,456	231	12	1	
Pender.....	37	2,858	883	34	3	2
Perquimans.....	19	1,615	251	14	5	2
Person.....	30	2,484	386	30		
Pitt.....	51	6,711	644	40	11	2
Polk.....	9	384	258	8	1	1
Randolph.....	22	1,554	795	19	3	3
Richmond.....	24	5,973	466	18	6	

KINDS OF RURAL SCHOOLS, 1913-1914

TABLE XIII. NUMBER OF COLORED RURAL SCHOOLS—Continued.

	Number of Rural Colored Schools.	Rural Colored School Popula- tion.	Land Area of the County.	Number of Rural Schools Having Only One Teacher.	Number of Rural Schools Having Two or More Teachers.	Number of Rural Schools in Which Some High School Subjects Are Taught.
Robeson.....	*84	8,894	1,006	46	38	5
Rockingham.....	37	2,932	573	28	9	-----
Rowan.....	36	2,226	483	32	4	1
Rutherford.....	21	1,654	547	20	1	1
Sampson.....	40	3,229	921	37	3	1
Scotland.....	21	3,049	387	16	5	3
Stanly.....	10	730	413	9	1	-----
Stokes.....	10	874	472	9	1	-----
Surry.....	14	786	531	12	2	1
Swain.....	2	58	560	2	-----	-----
Transylvania.....	2	294	371	-----	2	-----
Tyrrell.....	10	601	397	10	-----	-----
Union.....	40	2,946	561	39	1	-----
Vance.....	22	1,840	276	20	2	-----
Wake.....	56	6,515	841	35	21	3
Warren.....	38	4,750	432	29	9	-----
Washington.....	18	1,760	334	17	1	1
Watauga.....	3	98	323	3	-----	-----
Wayne.....	40	3,122	597	36	4	-----
Wilkes.....	18	968	718	14	4	1
Wilson.....	23	2,881	392	21	2	-----
Yadkin.....	8	388	334	8	-----	-----
Yancey.....	2	98	302	2	-----	-----
Total.....	2,318	198,737	48,580	1,972	346	65

*28 Indian schools.

†21 Indian schools.

‡7 Indian schools.

¶1 Indian school.

F. TEACHERS.

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED, 1913-1914.

This table shows, by races, the number and sex of the public school teachers, rural and city, employed during 1912-1913.

SUMMARY OF TABLE XIV AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Total number teachers employed, 1913-'14.....	10,994	2,261	13,255
Total number teachers employed, 1912-'13.....	10,315	2,079	12,394
Increase.....	679	182	861
White teachers, 1913-'14.....	8,344	1,738	10,082
White teachers, 1912-'13.....	7,782	1,596	9,378
Increase.....	562	142	704
Colored teachers, 1913-'14.....	2,650	523	3,173
Colored teachers, 1912-'13.....	2,533	483	3,016
Increase.....	117	40	157
White men employed, 1913-'14.....	2,028	201	2,229
White men employed, 1912-'13.....	1,935	200	2,185
Increase.....	43	1	44
White women employed, 1913-'14.....	6,316	1,537	7,853
White women employed, 1912-'13.....	5,797	1,396	7,193
Increase.....	519	141	660
Colored men employed, 1913-'14.....	709	121	830
Colored men employed, 1912-'13.....	774	110	884
Increase.....	*65	11	*54
Colored women employed, 1913-'14.....	1,941	402	2,343
Colored women employed, 1912-'13.....	1,759	373	2,132
Increase.....	182	29	211

	White.			Colored.			
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	Total White and Colored Teachers.
Alamance.....	15	122	137	9	26	37	174
Rural.....	10	80	90	7	23	30	120
Burlington.....	2	20	22	1	1	2	24
Graham.....	1	11	12	1	1	2	14
Haw River.....	1	5	6		1	1	7
Mebane.....	1	6	7		2	2	9
Alexander.....	43	42	85	3	5	8	93
Alleghany.....	30	27	57	3		3	60
Anson.....	19	67	86	6	47	53	139
Rural.....	18	54	72	5	44	49	121
Wadesboro.....	1	13	14	1	3	4	18
Ashe.....	100	32	132	6	4	10	142
Avery.....	25	37	62		2	2	64

*Decrease.

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—Continued.

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Beaufort.....	13	125	138	10	48	58	196
Rural.....	8	94	102	7	37	44	146
Washington.....	3	23	26	2	8	10	36
Belhaven.....	2	8	10	1	3	4	14
Bertie.....	11	81	92	20	47	67	159
Rural.....	9	71	80	18	45	63	143
Windsor.....	1	5	6	2	2	4	10
Aulander.....	1	5	6				6
Bladen.....	12	77	89	10	41	51	140
Brunswick.....	17	34	51	6	20	26	77
Buncombe.....	55	157	212	6	27	33	245
Rural.....	51	106	157	4	11	15	172
Asheville.....	4	51	55	2	16	18	73
Burke.....	14	79	93	5	8	13	106
Rural.....	13	63	76	4	6	10	86
Morganton.....	1	16	17	1	2	3	20
Cabarrus.....	28	91	119	3	26	29	148
Rural.....	23	65	88	1	21	22	110
Concord.....	5	26	31	2	5	7	38
Caldwell.....	35	83	118	5	12	17	130
Rural.....	32	64	96	4	10	14	110
Lenoir.....	2	15	17	1	2	3	20
Granite.....	1	4	5				
Camden.....	3	24	27	5	8	13	40
Carteret.....	15	61	76	1	8	9	85
Rural.....	13	42	55		6	6	61
Beaufort.....	1	6	7				7
Morehead City.....	1	13	14	1	2	3	17
Caswell.....	6	39	45	7	27	34	79
Rural.....	5	36	41	7	25	32	73
Pelham.....	1	3	4		2	2	6
Catawba.....	44	121	165	11	12	23	188
Rural.....	40	95	135	10	7	17	152
Hickory.....	2	16	18	1	3	4	22
Newton.....	2	10	12		2	2	14
Chatham.....	17	78	95	17	21	38	133
Cherokee.....	28	74	102		3	3	105
Rural.....	25	55	80		2	2	82
Andrews.....	1	12	13		1	1	14
Murphy.....	2	7	9				9
Chowan.....	2	33	35	6	18	24	59
Rural.....	1	24	25	6	17	23	48
Edenton.....	1	9	10		1	1	11
Clay.....	9	14	23		1	1	24
Cleveland.....	33	150	183	11	22	33	216
Rural.....	31	129	160	8	21	29	189
Shelby.....	1	12	13	2	1	3	16
Kings Mountain.....	1	9	10	1		1	11
Columbus.....	41	100	141	13	28	41	182
Craven.....	12	81	93	16	33	49	142
Rural.....	8	55	63	13	26	39	102
New Bern.....	4	26	30	3	7	10	40

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—Continued.

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Cumberland.....	22	98	120	10	49	59	179
Rural.....	19	70	89	7	41	48	137
Fayetteville.....	2	24	26	3	8	11	37
Hope Mills.....	1	4	5				5
Currituck.....	1	44	45	5	12	17	62
Dare.....	9	19	28	1	2	3	31
Davidson.....	53	112	165	11	10	21	186
Rural.....	51	86	137	9	6	15	152
Lexington.....	1	15	16	1	2	3	19
Thomasville.....	1	11	12	1	2	3	15
Davie.....	22	42	64	7	7	14	78
Rural.....	21	37	58	6	6	12	70
Mocksville.....	1	5	6	1	1	2	8
Duplin.....	18	105	123	12	40	52	175
Durham.....	29	120	149	6	51	57	206
Rural.....	17	66	83	1	20	21	104
Durham.....	12	54	66	5	31	36	102
Edgecombe.....	7	68	75	4	40	44	119
Rural.....	4	51	55	3	32	35	90
Tarboro.....	3	17	20	1	8	9	29
Forsyth.....	44	188	232	16	45	61	293
Rural.....	36	86	122	12	16	28	150
Winston.....	7	96	103	4	27	31	134
Kernersville.....	1	6	7		2	2	9
Franklin.....	12	87	99	14	35	49	148
Rural.....	8	70	78	9	33	42	120
Franklinton.....	1	7	8	2		2	10
Louisburg.....	2	6	8	1	2	3	11
Youngsville.....	1	4	5	2		2	7
Gaston.....	23	125	148	8	30	38	186
Rural.....	20	92	112	7	27	34	146
Gastonia.....	3	33	36	1	3	4	40
Gates.....	4	44	48	5	22	27	75
Graham.....	13	21	34				34
Granville.....	9	96	105	7	43	50	155
Rural.....	8	83	91	6	39	45	136
Oxford.....	1	13	14	1	4	5	19
Greene.....	5	40	45	6	18	24	69
Guilford.....	48	275	323	23	53	76	399
Rural.....	34	171	205	14	33	47	252
Greensboro.....	9	58	67	3	12	15	82
High Point.....	4	37	41	6	8	14	55
Guilford College.....	1	3	4				4
Gibsonville.....		6	6				6
Halifax.....	7	90	97	19	55	74	171
Rural.....	3	52	55	13	50	63	118
Scotland Neck.....	1	10	11	1	2	3	14
Weldon.....	1	9	10	2	1	3	13
Enfield.....	1	8	9	1	2	3	12
Roanoke Rapids.....	1	11	12	2		2	14

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—Continued.

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Harnett.....	35	97	132	10	24	34	166
Rural.....	34	85	119	9	23	32	151
Dunn.....	1	12	13	1	1	2	15
Haywood.....	35	63	98	3	2	5	103
Rural.....	31	43	74	1	1	1	75
Waynesville.....	2	10	12	2	1	3	15
Canton.....	2	10	12	1	1	1	13
Henderson.....	22	64	86	4	8	12	98
Rural.....	21	53	74	3	6	9	83
Hendersonville.....	1	11	12	1	2	3	15
Hertford.....	5	40	45	6	34	40	85
Hoke.....	7	27	34	6	25	31	65
Hyde.....	10	28	38	8	15	23	61
Iredell.....	59	134	193	21	22	43	236
Rural.....	56	104	160	19	17	36	196
Mooresville.....	1	15	16	1	2	3	19
Statesville.....	2	15	17	1	3	4	21
Jackson.....	39	46	85	2	3	5	90
Johnston.....	45	136	181	13	37	50	231
Rural.....	41	119	160	11	32	43	203
Selma.....	2	9	11	1	2	3	14
Smithfield.....	2	8	10	1	3	4	14
Jones.....	6	35	41	6	19	25	66
Lee.....	11	53	64	9	12	21	85
Rural.....	8	36	44	9	12	21	65
Sanford.....	2	11	13	1	1	2	7
Jonesboro.....	1	6	7	1	1	2	9
Lenoir.....	10	83	93	12	25	37	130
Rural.....	5	56	61	9	19	28	89
Kinston.....	4	21	25	2	5	7	32
LaGrange.....	1	6	7	1	1	2	9
Lincoln.....	27	67	94	7	8	15	109
Rural.....	25	59	84	6	5	11	95
Lincolnton.....	2	8	10	1	3	4	14
Macon.....	26	47	73	1	3	4	77
Madison.....	28	63	96	2	2	4	100
Martin.....	12	49	61	12	22	34	95
Rural.....	9	39	48	10	19	29	77
Williamston.....	2	5	7	1	3	4	11
Robersonville.....	1	5	6	1	1	2	7
McDowell.....	12	78	90	3	10	13	103
Rural.....	10	63	73	3	10	13	86
Marion.....	1	11	12	1	1	2	12
Old Fort.....	1	4	5	1	1	2	5
Mecklenburg.....	32	201	233	18	78	96	329
Rural.....	22	113	135	17	47	64	199
Charlotte.....	10	88	98	1	31	32	130
Mitchell.....	44	28	72	1	1	2	73
Montgomery.....	19	56	75	6	20	26	101
Rural.....	18	52	70	5	15	20	90
Troy.....	1	4	5	1	5	6	11

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—Continued.

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Moore.....	17	88	105	9	22	31	136
Rural.....	14	76	90	9	22	31	121
Carthage.....	1	6	7	-----	-----	-----	7
Southern Pines.....	1	3	4	-----	-----	-----	4
Aberdeen.....	1	3	4	-----	-----	-----	4
Nash.....	18	109	126	6	40	46	172
Rural.....	15	77	92	5	34	39	131
Rocky Mount.....	2	32	34	1	6	7	41
Spring Hope.....	1	8	9	1	1	2	11
New Hanover.....	6	84	90	4	37	41	131
Rural.....	-----	23	23	-----	14	14	37
Wilmington.....	6	61	67	4	23	27	94
Northampton.....	17	61	78	12	40	52	130
Onslow.....	15	60	75	9	16	25	100
Orange.....	10	70	80	12	19	31	111
Rural.....	9	64	73	12	19	31	104
Chapel Hill.....	1	6	7	-----	-----	-----	7
Pamlico.....	10	36	46	6	14	20	66
Pasquotank.....	8	56	64	3	19	22	86
Rural.....	5	34	39	2	11	13	52
Elizabeth City.....	3	22	25	1	8	9	34
Pender.....	3	60	63	8	37	45	108
Perquimans.....	4	38	42	8	20	28	70
Rural.....	3	29	32	7	17	24	56
Hertford.....	1	9	10	1	3	4	14
Person.....	5	60	65	4	30	34	99
Rural.....	3	51	54	3	28	31	85
Roxboro.....	2	9	11	1	2	3	14
Pitt.....	10	146	156	16	32	48	204
Rural.....	8	132	140	15	27	42	182
Greenville.....	2	14	16	1	5	6	22
Polk.....	4	37	41	3	5	8	49
Randolph.....	30	120	150	12	17	29	179
Rural.....	27	105	132	11	15	26	158
Asheboro.....	1	10	11	1	2	3	14
Randleman.....	2	5	7	-----	-----	-----	7
Richmond.....	10	67	77	12	24	36	113
Rural.....	8	48	56	10	19	29	85
Rockingham.....	1	10	11	1	3	4	15
Hamlet.....	1	9	10	1	2	3	13
Robeson.....	30	125	155	45	70	115	270
Rural.....	28	111	139	43	66	109	248
Maxton.....	1	5	6	1	2	3	9
Lumberton.....	1	9	10	1	2	3	13
Rockingham.....	11	146	157	8	46	54	211
Rural.....	9	133	142	7	39	46	188
Reidsville.....	2	13	15	1	7	8	23
Rowan.....	35	145	180	19	28	47	227
Rural.....	31	112	143	17	24	41	184
Salisbury.....	3	24	27	2	4	6	33
Spencer.....	1	9	10	-----	-----	-----	10
Rutherford.....	30	93	123	8	14	22	145
Rural.....	29	87	116	8	14	22	138
Rutherfordton.....	1	6	7	-----	-----	-----	7

TABLE XIV. NUMBER AND SEX OF TEACHERS EMPLOYED—Continued.

	White.			Colored.			Total White and Colored Teachers.
	Men.	Women.	Total White Teachers.	Men.	Women.	Total Colored Teachers.	
Sampson.....	29	125	154	15	35	50	204
Rural.....	27	117	144	14	32	46	190
Clinton.....	2	8	10	1	3	4	14
Scotland.....	9	36	45	15	33	48	93
Rural.....	8	25	33	9	24	33	66
Laurinburg.....	1	11	12	6	9	15	27
Stanly.....	31	66	97	5	6	11	108
Rural.....	29	60	89	5	6	11	100
Albemarle.....	2	6	8				8
Stokes.....	16	90	106	2	9	11	117
Surry.....	43	98	141	7	9	16	157
Rural.....	40	81	121	6	8	14	135
Mt. Airy.....	2	13	15	1	1	2	17
Elkin.....	1	4	5				5
Swain.....	25	40	65	1	1	2	67
Transylvania.....	16	33	49	1	4	5	54
Tyrrell.....	5	16	21	1	9	10	31
Union.....	43	110	152	10	33	43	196
Rural.....	41	94	134	9	30	39	174
Monroe.....	2	16	18	1	3	4	22
Vance.....	7	61	68	3	32	35	103
Rural.....	5	39	44	2	23	25	69
Henderson.....	2	22	24	1	9	10	34
Wake.....	27	209	236	26	90	116	352
Rural.....	23	146	169	23	61	84	253
Raleigh.....	4	63	67	3	29	32	99
Warren.....	7	55	62	11	43	54	116
Washington.....	7	41	48	10	15	25	73
Rural.....	5	31	36	6	12	18	54
Roper.....	1	4	5	1	1	2	7
Plymouth.....	1	6	7	3	2	5	12
Watauga.....	44	40	84	1	2	3	87
Wayne.....	19	130	149	11	56	67	216
Rural.....	14	86	100	5	41	46	146
Goldsboro.....	3	27	30	3	11	14	44
Mt. Olive.....	1	9	10	2	3	5	15
Fremont.....	1	8	9	1	1	2	11
Wilkes.....	103	118	221	12	14	26	247
Rural.....	102	108	210	11	13	24	234
North Wilkesboro.....	1	10	11	1	1	2	13
Wilson.....	16	89	105	5	40	45	150
Rural.....	11	59	70	3	23	26	96
Wilson.....	3	19	22	1	14	15	37
Lucama.....	1	6	7		2	2	9
Elm City.....	1	5	6	1	1	2	8
Yadkin.....	34	46	80	5	3	8	88
Yancey.....	38	38	76	1	1	2	78
North Carolina.....	2,229	7,853	10,082	830	2,343	3,173	13,255
Rural.....	2,028	6,316	8,344	709	1,941	2,650	10,994
City.....	201	1,537	1,738	121	402	523	2,261

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS, 1913-1914.

This table shows the grade of scholarship of rural white teachers employed during the year, as reported by the county superintendents, also something of the training and experience of all white teachers, rural and city, and the number of teachers employed in local tax districts, not including those in city schools.

SUMMARY OF TABLE XV AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Total white teachers, 1913-'14.....	8,344	1,738	10,082
Total white teachers, 1912-'13.....	7,782	1,596	9,378
Increase.....	562	142	704
First grade, 1913-'14.....	6,357	-----	6,357
First grade, 1912-'13.....	6,054	-----	6,054
Increase.....	303	-----	303
Second grade, 1913-'14.....	1,884	-----	1,884
Second grade, 1912-'13.....	1,679	-----	1,679
Increase.....	205	-----	205
Third grade, 1913-'14.....	103	-----	103
Third grade, 1912-'13.....	49	-----	49
Increase.....	54	-----	54
Number having normal training, 1913-'14.....	3,559	1,059	4,618
Number having normal training, 1912-'13.....	3,100	873	3,973
Increase.....	459	186	645
Number having four years' experience, 1913-'14.....	3,737	1,123	4,860
Number having four years' experience, 1912-'13.....	3,552	1,113	4,665
Increase.....	185	10	195
Number holding college diploma, 1913-'14.....	1,259	934	2,193
Number holding college diploma, 1912-'13.....	1,214	950	2,164
Increase.....	45	*16	29
Number teachers employed in local-tax districts, 1913-'14.....	3,207	-----	3,207
Number teachers employed in local-tax districts, 1912-'13.....	2,817	-----	2,817
Increase.....	390	-----	390

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-Tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Having College Diploma.
Alamance.....	137	65	25	-----	39	75	57	30
Rural.....	90	65	25	-----	39	42	34	7
Burlington.....	22	-----	-----	-----	-----	17	9	15
Graham.....	12	-----	-----	-----	-----	5	7	7
Haw River.....	6	-----	-----	-----	-----	4	4	-----
Mebane.....	7	-----	-----	-----	-----	7	3	1
Alexander.....	85	60	21	4	16	2	41	3
Alleghany.....	57	39	18	-----	7	9	28	7
Anson.....	86	59	13	-----	41	40	47	23
Rural.....	72	59	13	-----	41	33	38	13
Wadesboro.....	14	-----	-----	-----	-----	7	9	10
Ashe.....	132	71	47	14	8	65	75	7
Avery.....	62	26	31	5	12	32	14	2

*Decrease.

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Having College Diploma.
Beaufort.....	138	85	17		45	109	67	23
Rural.....	102	85	17		45	92	42	8
Washington.....	26					8	16	13
Belhaven.....	10					9	9	2
Bertie.....	92	62	18		41	49	51	25
Rural.....	80	62	18		41	40	41	17
Windsor.....	6					4	6	4
Aulander.....	6					5	4	4
Bladen.....	89	69	20		33	26	34	17
Brunswick.....	51	33	18		10	19	26	2
Buncombe.....	212	149	8		75	130	127	56
Rural.....	157	149	8		75	82	80	28
Asheville.....	55					48	47	28
Burke.....	93	32	44		9	26	38	16
Rural.....	76	32	44		9	15	26	6
Morganton.....	17					11	12	10
Cabarrus.....	119	64	24		22	38	70	37
Rural.....	88	64	24		22	24	48	17
Concord.....	31					14	22	20
Caldwell.....	118	75	21		9	103	85	22
Rural.....	96	75	21		9	83	79	12
Lenoir.....	17					15	4	10
Granite.....	5					5	2	
Camden.....	27	27			15	22	12	5
Carteret.....	76	46	8	1	8	35	34	13
Rural.....	55	46	8	1	8	24	25	3
Beaufort.....	7					2	2	2
Morehead City.....	14					9	7	8
Caswell.....	45	34	7		16	28	28	12
Rural.....	41	34	7		16	25	25	8
Pelham.....	4					3	3	4
Catawba.....	165	87	40	8	62	49	78	27
Rural.....	135	87	40	8	62	31	59	15
Hickory.....	18					10	11	10
Newton.....	12					8	8	2
Chatham.....	95	49	46		28	41	36	6
Cherokee.....	102	47	32	1	35	26	41	16
Rural.....	80	47	32	1	35	9	25	1
Andrews.....	13					8	9	9
Murphy.....	9					9	7	6
Chowan.....	35	23	2		11	27	22	8
Rural.....	25	23	2		11	21	13	4
Edenton.....	10					6	9	4
Clay.....	23	12	10	1	8	6	8	2
Cleveland.....	183	120	37	3	43	51	85	49
Rural.....	160	120	37	3	43	38	68	34
Shelby.....	13					8	9	9
Kings Mountain.....	10					5	8	6
Columbus.....	141	112	29		91	71	73	25
Craven.....	93	56	7		35	31	39	25
Rural.....	63	56	7		35	13	18	10
New Bern.....	30					18	21	15

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—*Continued.*

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Having College Diploma.
Cumberland.....	120	80	9		33	47	50	40
Rural.....	89	80	9		33	28	31	29
Fayetteville.....	26					16	17	10
Hope Mills.....	5					3	2	1
Currituck.....	45	39	6		34	29	19	8
Dare.....	28	27	1		26	17	13	4
Davidson.....	165	88	45	4	30	77	69	19
Rural.....	137	88	45	4	30	56	47	7
Lexington.....	16					13	15	9
Thomasville.....	12					8	7	3
Davie.....	64	51	7		5	20	36	8
Rural.....	58	51	7		5	14	31	4
Mocksville.....	6					6	5	4
Duplin.....	123	112	8	3	58	43	63	35
Durham.....	149	72	11		52	78	92	73
Rural.....	83	72	11		52	38	40	38
Durham.....	66					40	52	35
Edgecombe.....	75	54	1		23	46	43	26
Rural.....	55	54	1		23	33	23	12
Tarboro.....	20					13	20	14
Forsyth.....	232	83	39		12	82	133	65
Rural.....	122	83	39		12	34	69	14
Winston-Salem.....	103					47	63	50
Kernersville.....	7					1	1	1
Franklin.....	99	66	12		26	48	42	19
Rural.....	78	66	12		26	27	32	11
Franklinton.....	8					8	3	7
Louisburg.....	8					8	6	
Youngsville.....	5					5	1	1
Gaston.....	148	95	17		41	86	98	70
Rural.....	112	95	17		41	67	75	47
Gastonia.....	36					19	23	23
Gates.....	48	31	17		21	31	23	7
Graham.....	34	18	16		4	10	30	3
Granville.....	105	70	21		46	59	60	26
Rural.....	91	70	21		46	51	49	21
Oxford.....	14					8	11	5
Greene.....	45	42	3		7	32	18	7
Guilford.....	323	174	31		148	141	215	150
Rural.....	205	174	31		148	84	129	57
Greensboro.....	67					28	51	64
High Point.....	41					20	32	25
Guilford College.....	4					3		1
Gibsonville.....	6					6	3	3
Halifax.....	97	46	9		6	70	51	22
Rural.....	55	46	9		6	35	25	5
Scotland Neck.....	11					9	9	5
Weldon.....	10					9	7	
Enfield.....	9					9	6	3
Roanoke Rapids.....	12					8	4	9
Harnett.....	132	82	32	5	32	34	45	19
Rural.....	119	82	32	5	32	26	39	11
Dunn.....	13					8	6	8

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years Experience.	Number Having College Diploma.
Haywood.....	98	46	18	10	15	15	37	16
Rural.....	74	46	18	10	15	3	28	3
Waynesville.....	12							1
Canton.....	12					12	9	12
Henderson.....	86	44	30		37	38	56	24
Rural.....	74	44	30		37	26	46	15
Hendersonville.....	12					12	10	9
Hertford.....	45	42	3		13	18	16	8
Hoke.....	34	28	6		22	25	20	6
Hyde.....	38	36	2		21	15	11	9
Iredell.....	193	121	39		52	58	88	39
Rural.....	160	121	39		52	42	64	15
Mooresville.....	16					4	12	10
Statesville.....	17					12	12	14
Jackson.....	85	80	5		60	77	38	2
Johnston.....	181	125	32	3	77	91	82	33
Rural.....	160	125	32	3	77	75	76	16
Selma.....	11					6		12
Smithfield.....	10					10	6	5
Jones.....	41	31	10		16	18	20	7
Lee.....	64	37	7		20	35	36	20
Rural.....	44	37	7		20	21	24	5
Sanford.....	13					9	10	10
Jonesboro.....	7					5	2	5
Lenoir.....	93	59	2		18	37	29	16
Rural.....	61	59	2		18	17	14	1
Kinston.....	25					15	11	13
LaGrange.....	7					5	4	2
Lincoln.....	94	46	30	8	33	13	39	10
Rural.....	84	46	30	8	33	10	31	7
Lincolnton.....	10					3	8	3
Macon.....	73	44	27	2	34	15	42	7
Madison.....	96	63	33		23	29	43	10
Martin.....	61	37	11		13	39	35	18
Rural.....	48	37	11		13	29	26	13
Williamston.....	7					4	4	3
Robersonville.....	6					6	5	2
McDowell.....	90	55	18		43	70	37	21
Rural.....	73	55	18		43	54	26	16
Marion.....	12					11	6	3
Old Fort.....	5					5	5	2
Mecklenburg.....	233	114	21		88	108	111	83
Rural.....	135	114	21		88	43	54	43
Charlotte.....	98					65	57	40
Mitchell.....	72	43	26	3	16			
Montgomery.....	75	62	8		14	29	24	12
Rural.....	70	62	8		14	26	23	10
Troy.....	5					3	1	2
Moore.....	105	73	14	3	49	57	55	31
Rural.....	90	73	14	3	49	46	43	20
Carthage.....	7					7	5	6
Southern Pines.....	4					2	3	1
Aberdeen.....	4					2	4	4

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years Experience.	Number Having College Diploma.
Nash.....	126	69	23	-----	53	82	71	35
Rural.....	92	69	23	-----	53	66	44	20
Rocky Mount.....	34	-----	-----	-----	-----	16	27	15
Spring Hope.....	9	-----	-----	-----	-----	5	6	3
New Hanover.....	90	23	-----	-----	23	40	65	29
Rural.....	23	23	-----	-----	23	12	15	3
Wilmington.....	67	-----	-----	-----	-----	28	50	26
Northampton.....	78	58	20	-----	51	32	41	25
Onslow.....	75	52	23	-----	35	31	27	12
Orange.....	80	52	21	-----	20	44	41	16
Rural.....	73	52	21	-----	20	38	37	10
Chapel Hill.....	7	-----	-----	-----	-----	6	4	6
Pamlico.....	46	44	1	1	28	32	20	8
Pasquotank.....	64	38	1	-----	3	38	33	15
Rural.....	39	38	1	-----	3	14	13	4
Elizabeth City.....	25	-----	-----	-----	-----	24	20	11
Pender.....	63	60	3	-----	38	30	30	6
Perquimans.....	42	20	12	-----	4	20	19	6
Rural.....	32	20	12	-----	4	12	12	1
Hertford.....	10	-----	-----	-----	-----	8	7	5
Person.....	65	39	15	-----	3	29	35	8
Rural.....	54	39	15	-----	3	20	26	2
Roxboro.....	11	-----	-----	-----	-----	9	9	6
Pitt.....	156	138	2	-----	47	94	56	55
Rural.....	140	138	2	-----	47	80	50	41
Greenville.....	16	-----	-----	-----	-----	14	6	14
Polk.....	41	14	27	-----	2	19	33	1
Randolph.....	150	82	50	-----	49	55	74	8
Rural.....	132	82	50	-----	49	46	58	4
Asheboro.....	11	-----	-----	-----	-----	9	11	3
Randleman.....	7	-----	-----	-----	-----	-----	5	1
Richmond.....	77	38	18	-----	28	42	50	28
Rural.....	56	38	18	-----	28	30	36	8
Rockingham.....	11	-----	-----	-----	-----	4	10	11
Hamlet.....	10	-----	-----	-----	-----	8	4	9
Robeson.....	155	128	11	-----	111	83	57	48
Rural.....	139	128	11	-----	111	78	45	35
Maxton.....	6	-----	-----	-----	-----	1	6	6
Lumberton.....	10	-----	-----	-----	-----	4	6	7
Rockingham.....	157	99	43	-----	48	62	10	8
Rural.....	142	99	43	-----	48	50	-----	-----
Reidsville.....	15	-----	-----	-----	-----	12	10	8
Rowan.....	180	92	51	-----	32	73	100	68
Rural.....	143	92	51	-----	32	50	74	44
Salisbury.....	27	-----	-----	-----	-----	18	19	17
Spencer.....	10	-----	-----	-----	-----	5	7	7
Rutherford.....	123	110	6	-----	26	37	61	18
Rural.....	116	110	6	-----	26	30	54	11
Rutherfordton.....	7	-----	-----	-----	-----	7	7	7
Sampson.....	154	115	29	-----	72	66	70	18
Rural.....	144	115	29	-----	72	61	64	13
Clinton.....	10	-----	-----	-----	-----	5	6	5

TABLE XV. SCHOLARSHIP OF WHITE TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Having College Diploma.
Scotland.....	45	29	4		12	20	26	11
Rural.....	33	29	4		12	11	17	3
Laurinburg.....	12					9	9	8
Stanly.....	97	72	17		14	34	37	22
Rural.....	89	72	17		14	27	32	15
Albemarle.....	8					7	5	7
Stokes.....	106	66	37	3	14	44	37	3
Surry.....	141	79	42		23	90	69	14
Rural.....	121	79	42		23	70	56	6
Mt. Airy.....	15					15	8	6
Elkin.....	5					5	5	2
Swain.....	65	36	27	2	27	22	35	5
Transylvania.....	49	37	11	1	35	20	20	10
Tyrrell.....	21	20	1		4		10	3
Union.....	153	118	16	1	105	51	72	39
Rural.....	135	118	16	1	105	46	59	24
Monroe.....	18					5	13	15
Vance.....	68	44			21	42	32	16
Rural.....	44	44			21	29	13	3
Henderson.....	24					13	19	13
Wake.....	236	157	12		102	98	102	55
Rural.....	169	157	12		102	98	102	55
Raleigh.....	67							
Warren.....	62	59	3		32	31	28	12
Washington.....	48	36			14	27	31	17
Rural.....	36	36			14	19	24	12
Roper.....	5					5	5	3
Plymouth.....	7					3	2	2
Watauga.....	84	50	34		8	84	14	
Wayne.....	149	86	14		38	89	78	54
Rural.....	100	86	14		38	44	40	15
Goldsboro.....	30					30	27	25
Mt. Olive.....	10					6	6	5
Fremont.....	9					9	5	9
Wilkes.....	221	143	65	2	54	108	90	37
Rural.....	210	143	65	2	54	102	81	28
North Wilkesboro.....	11					6	9	9
Wilson.....	105	41	29		16	57	70	41
Rural.....	70	41	29		16	32	46	17
Wilson.....	22					22	18	17
Lucama.....	7						1	2
Elm City.....	6					3	5	5
Yadkin.....	80	47	31	2	15	19	18	3
Yancey.....	76	48	15	13	13	21	32	5
North Carolina.....	10,082	6,357	1,884	103	3,207	4,618	4,860	2,193
Rural.....	8,344	6,357	1,884	103	3,207	3,559	3,737	1,259
City.....	1,738					1,059	1,123	934

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS, 1913-1914.

This table shows the grade of scholarship of rural colored teachers employed during the year, as reported by the county superintendents, also something of the training and experience of all colored teachers, rural and city, and the number of teachers employed in local tax districts, not including those in city schools.

SUMMARY OF TABLE XVI AND COMPARISON WITH 1912-1913.

	Rural.	City.	North Carolina.
Total number colored teachers employed, 1913-'14.....	2,650	523	3,173
Total number colored teachers employed, 1912-'13.....	2,533	483	3,016
Increase.....	117	40	157
First grade, 1913-'14.....	888	-----	888
First grade, 1912-'13.....	829	-----	829
Increase.....	59	-----	59
Second grade, 1913-'14.....	1,706	-----	1,706
Second grade, 1912-'13.....	1,662	-----	1,662
Increase.....	44	-----	44
Third grade, 1913-'14.....	56	-----	56
Third grade, 1912-'13.....	43	-----	43
Increase.....	13	-----	13
Number having normal training, 1913-'14.....	1,384	363	1,747
Number having normal training, 1912-'13.....	1,299	294	1,593
Increase.....	85	69	154
Number having four years' experience, 1913-'14.....	1,616	384	2,000
Number having four years' experience, 1912-'13.....	1,569	325	1,894
Increase.....	47	59	106
Number having college diploma, 1913-'14.....	366	177	543
Number having college diploma, 1912-'13.....	284	163	447
Increase.....	82	14	96
Number teachers employed in local-tax districts.....	554	-----	554

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Alamance.....	37	13	17	-----	-----	31	27	17
Rural.....	30	13	17	-----	-----	27	21	13
Burlington.....	2	-----	-----	-----	-----	2	2	2
Graham.....	2	-----	-----	-----	-----	-----	2	1
Haw River.....	1	-----	-----	-----	-----	-----	-----	-----
Mebane.....	2	-----	-----	-----	-----	2	2	1
Alexander.....	8	2	6	-----	2	1	5	1
Alleghany.....	3	-----	3	-----	-----	-----	2	-----
Anson.....	53	10	39	-----	10	25	28	8
Rural.....	49	10	39	-----	10	25	27	5
Wadesboro.....	4	-----	-----	-----	-----	-----	1	3
Ashe.....	10	-----	10	-----	-----	-----	3	-----
Avery.....	2	-----	2	-----	-----	-----	-----	-----

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—*Continued.*

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Beaufort.....	53	8	36		10	35	29	7
Rural.....	44	8	36		10	31	21	7
Washington.....	10					3	6	
Belhaven.....	4					1	2	
Bortie.....	67	35	26	2	15	64	43	6
Rural.....	63	35	26	2	15	60	39	4
Windsor.....	4					4	4	2
Aulander.....								
Bladen.....	51	8	43		3	20	34	7
Brunswick.....	26	15	11			19	23	
Buncombe.....	33	6	9		9	28	22	19
Rural.....	15	6	9		9	11	8	6
Asheville.....	18					17	14	13
Burke.....	13	2	8			3	7	2
Rural.....	10	2	8			2	5	1
Morganton.....	3					1	2	1
Cabarrus.....	29	1	21		5	18	20	13
Rural.....	22	1	21		5	11	13	6
Concord.....	7					7	7	7
Caldwell.....	17	8	6			12	13	2
Rural.....	14	8	6			9	11	1
Lenoir.....	3					3	2	1
Granite.....								
Camden.....	13	9	4		7	13	7	
Carteret.....	9		6				7	1
Rural.....	6		6				4	
Beaufort.....								
Morehead City.....	3						3	1
Caswell.....	34	14	18		9	2	28	4
Rural.....	32	14	18		9		26	2
Pelham.....	2					2	2	2
Catawba.....	23	3	14			5	11	7
Rural.....	17	3	14			1	7	2
Hickory.....	4					3	3	4
Newton.....	2					1	1	1
Chatham.....	38	13	25		2	23	18	6
Cherokee.....	3		2				1	
Rural.....	2		2					
Andrews.....	1						1	
Murphy.....								
Chowan.....	24	9	14		5	18	20	5
Rural.....	23	9	14		5	17	19	4
Edenton.....	1					1	1	1
Clay.....	1	1				1		
Cleveland.....	33	3	23	3		9	23	4
Rural.....	29	3	23	3		5	19	3
Shelby.....	3					3	3	
Kings Mountain.....	1					1	1	1
Columbus.....	41	19	22		6	14	24	
Craven.....	49	4	35		12	24	39	
Rural.....	39	4	35		12	14	29	
New Bern.....	10					10	10	

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Cumberland.....	59	5	43			48	49	14
Rural.....	48	5	43			39	39	11
Fayetteville.....	11					9	10	3
Hope Mills.....								
Currituck.....	17	9	8		10	14	9	
Dare.....	3	3			3	2	2	1
Davidson.....	21	6	9			16	15	4
Rural.....	15	6	9			11	10	3
Lexington.....	3					2	3	1
Thomasville.....	3					3	2	
Davie.....	14	2	10			2	10	
Rural.....	12	2	10				8	
Mocksville.....	2					2	2	
Duplin.....	52	24	28				35	
Durham.....	57	1	20		9	40	39	12
Rural.....	21	1	20		9	15	15	8
Durham.....	36					25	24	4
Edgecombe.....	44	10	25			32	30	11
Rural.....	35	10	25			25	23	4
Tarboro.....	9					7	7	7
Forsyth.....	61	9	19			52	45	8
Rural.....	28	9	19			20	20	3
Winston-Salem.....	31					31	24	4
Kernersville.....	2					1	1	1
Franklin.....	49	19	23		13	29	36	1
Rural.....	42	19	23		13	26	31	
Franklinton.....	2					1	2	1
Louisburg.....	3						1	
Youngsville.....	2					2	2	
Gaston.....	34		34		4	12	27	14
Gastonia.....	4					1	2	3
Gates.....	27	14	13		10	25	18	3
Graham.....								
Granville.....	50	19	26		20	5	37	2
Rural.....	45	19	26		20		33	
Oxford.....	5					5	4	2
Greene.....	24	5	18	1	6	19	16	3
Guilford.....	76	22	25		23	37	59	32
Rural.....	47	22	25		23	12	33	12
Greensboro.....	15					11	15	15
High Point.....	14					14	11	5
Guilford College.....								
Gibsonville.....								
Halifax.....	74	14	49			20	52	2
Rural.....	63	14	49			11	45	
Scotland Neck.....	3					3	3	
Weldon.....	3					3		
Enfield.....	3					3	3	1
Roanoke Rapids.....	2						1	1
Harnett.....	34	3	23	6		18	22	2
Rural.....	32	3	23	6		16	20	1
Dunn.....	2					2	2	1

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Haywood.....	4	1						
Rural.....	1	1						
Waynesville.....	3							
Canton.....	1							
Henderson.....	12	6	3		2	4	8	2
Rural.....	9	6	3		2	3	5	2
Hendersonville.....	3					1	3	
Hertford.....	40	22	15	3		10	25	2
Hoke.....	31	8	22	1	2	21	17	
Hyde.....	23	11	12		4	18	3	3
Iredell.....	43	34	2			22	20	12
Rural.....	36	34	2			17	13	6
Mooresville.....	3					2	3	2
Statesville.....	4					3	4	4
Jackson.....	5	3	2		5	3	3	
Johnston.....	50	14	29		7	32	36	6
Rural.....	43	14	29		7	27	32	6
Solma.....	3					2	1	
Smithfield.....	4					3	3	
Jones.....	25	4	19	2	9	10	17	3
Lee.....	21	12	9		7	19	17	8
Rural.....	21	12	9		7	19	17	8
Sanford.....								
Jonesboro.....								
Lenoir.....	37	3	24	1		5	19	3
Rural.....	28	3	24	1			11	
Kinston.....	7					4	6	2
LaGrange.....	2					1	2	1
Lincoln.....	15	7	3	1	4	2	11	3
Rural.....	11	7	3	1	4	1	8	2
Lincolnton.....	4					1	3	1
Macon.....	4		4			1	2	
Madison.....	4		4			2	3	1
Martin.....	34	14	15		5	19	24	
Rural.....	29	14	15		5	14	19	
Williamston.....	4					4	4	
Robersonville.....	1					1	1	
McDowell.....	13	4	7	2		4	9	
Rural.....	13	4	7	2		4	9	
Marion.....								
Old Fort.....								
Mecklenburg.....	96	6	53	5		25	66	12
Rural.....	64	6	53	5			42	5
Charlotte.....	32					25	24	7
Mitchell.....	1		1					
Montgomery.....	26	14	6			14	9	2
Rural.....	20	14	6			9	5	1
Troy.....	6					5	4	1
Moore.....	31	5	25	1	11	28	24	11
Rural.....	31	5	25	1	11	28	24	11
Carthage.....								
Southern Pines.....								
Aberdeen.....								

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Nash.....	46	3	35	1	-----	40	35	7
Rural.....	39	3	35	1	-----	33	30	3
Rocky Mount.....	7	-----	-----	-----	-----	7	5	4
Spring Hope.....	2	-----	-----	-----	-----	-----	-----	-----
New Hanover.....	41	14	-----	-----	14	40	39	11
Rural.....	14	14	-----	-----	14	14	14	2
Wilmington.....	27	-----	-----	-----	-----	26	25	9
Northampton.....	52	8	40	4	28	13	37	11
Onslow.....	25	12	11	2	7	16	17	3
Orange.....	31	4	25	2	7	27	20	12
Rural.....	31	4	25	2	7	27	20	12
Chapel Hill.....	-----	-----	-----	-----	-----	-----	-----	-----
Pamlico.....	20	3	17	-----	14	10	14	4
Pasquotank.....	22	11	2	-----	1	22	16	-----
Rural.....	13	11	2	-----	1	13	11	-----
Elizabeth City.....	9	-----	-----	-----	-----	9	5	-----
Pender.....	45	12	30	3	21	7	24	1
Perquimans.....	28	18	6	-----	-----	17	22	2
Rural.....	24	18	6	-----	-----	16	19	1
Hertford.....	4	-----	-----	-----	-----	1	3	1
Person.....	34	-----	31	-----	-----	26	23	2
Rural.....	31	-----	31	-----	-----	23	20	-----
Roxboro.....	3	-----	-----	-----	-----	3	3	2
Pitt.....	48	16	26	-----	13	21	28	1
Rural.....	42	16	26	-----	13	18	25	-----
Greenville.....	6	-----	-----	-----	-----	3	3	1
Polk.....	8	4	4	-----	-----	2	6	2
Randolph.....	29	17	9	-----	2	18	17	1
Rural.....	26	17	9	-----	2	15	14	-----
Asheboro.....	3	-----	-----	-----	-----	3	3	1
Randleman.....	-----	-----	-----	-----	-----	-----	-----	-----
Richmond.....	36	6	18	5	11	11	22	3
Rural.....	29	6	18	5	11	8	17	-----
Rockingham.....	4	-----	-----	-----	-----	3	3	2
Hamlet.....	3	-----	-----	-----	-----	-----	2	1
Robeson.....	115	41	64	4	16	77	52	26
Rural.....	109	41	64	4	16	74	46	24
Maxton.....	3	-----	-----	-----	-----	-----	3	-----
Lumberton.....	3	-----	-----	-----	-----	3	3	2
Rockingham.....	54	45	1	-----	19	10	6	5
Rural.....	46	45	1	-----	19	6	-----	-----
Reidsville.....	8	-----	-----	-----	-----	4	6	5
Rowan.....	47	12	29	-----	6	33	33	20
Rural.....	41	12	29	-----	6	33	27	15
Salisbury.....	6	-----	-----	-----	-----	-----	6	5
Spencer.....	-----	-----	-----	-----	-----	-----	-----	-----
Rutherford.....	22	3	19	-----	-----	14	9	-----
Rural.....	22	3	19	-----	-----	14	9	-----
Rutherfordton.....	-----	-----	-----	-----	-----	-----	-----	-----
Sampson.....	50	15	30	1	21	25	33	4
Rural.....	46	15	30	1	21	22	36	2
Clinton.....	4	-----	-----	-----	-----	3	2	2

TABLE XVI. SCHOLARSHIP OF COLORED TEACHERS—Continued.

	Total Number of Teachers.	First Grade.	Second Grade.	Third Grade.	Number Teachers Employed in Rural Local-tax Districts.	Number Having Normal Training.	Number Having Four Years' Experience.	Number Holding College Diploma.
Scotland.....	48	13	20	-----	6	31	31	12
Rural.....	33	13	20	-----	6	16	16	5
Laurinburg.....	15	-----	-----	-----	-----	15	15	7
Stanly.....	11	3	8	-----	-----	-----	8	-----
Rural.....	11	3	8	-----	-----	-----	8	-----
Albemarle.....	-----	-----	-----	-----	-----	-----	-----	-----
Stokes.....	11	5	6	-----	4	4	10	-----
Surry.....	16	2	12	-----	2	13	10	4
Rural.....	14	2	12	-----	2	11	8	2
Mt. Airy.....	2	-----	-----	-----	-----	2	2	2
Elkin.....	-----	-----	-----	-----	-----	-----	-----	-----
Swain.....	2	-----	2	-----	1	1	1	-----
Transylvania.....	5	1	4	-----	5	4	3	-----
Tyrrell.....	10	-----	10	-----	-----	4	-----	-----
Union.....	43	21	18	-----	2	33	25	11
Rural.....	39	21	18	-----	2	33	23	10
Monroe.....	4	-----	-----	-----	-----	-----	2	1
Vance.....	35	-----	25	-----	-----	13	12	19
Rural.....	25	-----	25	-----	-----	8	4	15
Henderson.....	10	-----	-----	-----	-----	5	8	4
Wake.....	116	6	72	6	49	79	64	25
Rural.....	84	6	72	6	49	79	64	25
Raleigh.....	32	-----	-----	-----	-----	-----	-----	-----
Warren.....	54	36	18	-----	26	43	32	19
Washington.....	25	6	12	-----	2	6	14	1
Rural.....	18	6	12	-----	2	-----	8	-----
Roper.....	2	-----	-----	-----	-----	2	2	1
Plymouth.....	5	-----	-----	-----	-----	4	4	-----
Watauga.....	3	-----	3	-----	-----	-----	-----	-----
Wayne.....	67	13	33	-----	7	59	42	15
Rural.....	46	13	33	-----	7	44	25	8
Goldsboro.....	14	-----	-----	-----	-----	9	11	2
Mt. Olive.....	5	-----	-----	-----	-----	4	4	3
Fremont.....	2	-----	-----	-----	-----	2	2	2
Wilkes.....	26	7	17	-----	21	21	15	2
Rural.....	24	7	17	-----	21	19	13	2
North Wilkesboro.....	2	-----	-----	-----	-----	2	2	-----
Wilson.....	45	14	12	-----	-----	29	21	20
Rural.....	26	14	12	-----	-----	14	7	9
Wilson.....	15	-----	-----	-----	-----	15	13	11
Lucama.....	2	-----	-----	-----	-----	-----	1	-----
Elm City.....	2	-----	-----	-----	-----	-----	-----	-----
Yadkin.....	8	1	7	-----	-----	-----	2	2
Yancey.....	2	-----	2	-----	-----	2	2	-----
North Carolina.....	3,173	888	1,706	56	554	1,747	2,000	543
Rural.....	2,650	888	1,706	56	554	1,384	1,616	366
City.....	523	-----	-----	-----	-----	363	384	177

G. FURNITURE OF RURAL SCHOOLHOUSES AND NEW HOUSES BUILT.

TABLE XVII. FURNITURE OF RURAL SCHOOLHOUSES, 1913-1914.

The following table gives the number of rural schoolhouses furnished with patent desks, the number furnished with homemade desks, and the number furnished with benches, by races.

SUMMARY OF TABLE XVII.

	White.	Colored.	North Carolina.
Number of rural schoolhouses.....	5,333	2,237	7,575
Number of rooms in schoolhouses.....	8,365	2,615	10,880
Furnished with patent desks.....	3,049	397	3,446
Furnished with home-made desks.....	1,860	1,222	3,082
Furnished with benches.....	429	618	1,047
Percentage furnished with patent desks.....	57	16	45
Percentage furnished with home-made desks.....	35	54	41
Percentage furnished with benches.....	8	30	14

	White.					Colored.				
	Number Houses.	Number Rooms.	Furnished With Patent Desks.	Furnished With Home- made Desks.	Furnished With Benches.	Number Houses.	Number Rooms.	Furnished With Patent Desks.	Furnished With Home- made Desks.	Furnished With Benches.
Alamance.....	36	47	1	28	7	1	1			1
Alexander.....	51	79	26	25		6	6	2		4
Alleghany.....	38	59	17	21		2	3			2
Anson.....	45	73	37	6	2	41	49		6	35
Ashe.....	99	120	5	40	54	10	10			10
Avery.....	44	58	6	17	21	2	2		1	1
Beaufort.....	73	119	48	75		32	42	2	30	
Bertie.....	60	85	12	48		51	70		30	21
Bladen.....	74	91	41	22	11	47	52	4	20	23
Brunswick.....	35	35	7	23	5	26	26		7	19
Buncombe.....	93	154	73	15	5	13	15	4	3	6
Burke.....	58	75	4	54		10	10		10	
Cabarrus.....	47	90	5	40	2	20	22		20	
Caldwell.....	68	88	65	3		13	13	1	2	10
Camden.....	18	32	13	5		12	12		11	1
Carteret.....	42	55	37	2	3	5	5		2	3
Caswell.....	42	57	36	2	4	38	41	2	7	29
Catawba.....	76	131	28	46	2	15	16		14	1
Chatham.....	74	93	27	47		40	44		22	18
Cherokee.....	51	69	11	8	32	2	2			2
Chowan.....	19	26	17	2		15	21	3	6	6
Clay.....	15	22	4	3	8	1	1			1
Cleveland.....	73	160	52	21		22	29		9	13
Columbus.....	89	142	72	5	12	34	40	6	9	19

TABLE XVII. FURNITURE OF RURAL SCHOOLHOUSES—Continued.

	White.					Colored.				
	Number Houses.	Number Rooms.	Furnished With Patent Desks.	Furnished With Home-made Desks.	Furnished With Benches.	Number Houses.	Number Rooms.	Furnished With Patent Desks.	Furnished With Home-made Desks.	Furnished With Benches.
Craven.....	43	62	30	13	-----	32	39	1	21	10
Cumberland.....	61	81	59	2	-----	45	45	3	12	30
Currituck.....	33	47	19	13	1	14	17	2	9	3
Dare.....	18	31	3	15	-----	1	3	-----	1	-----
Davidson.....	93	103	29	64	-----	15	15	1	7	7
Davie.....	36	48	13	19	4	9	10	-----	5	4
Duplin.....	80	100	67	13	-----	40	49	8	32	-----
Durham.....	31	83	30	1	-----	19	21	12	7	-----
Edgecombe.....	39	56	39	-----	-----	35	35	20	15	-----
Forsyth.....	83	130	81	2	-----	24	30	15	9	-----
Franklin.....	40	76	34	3	3	36	40	2	30	4
Gaston.....	58	108	52	6	-----	27	28	3	11	13
Gates.....	32	52	25	7	-----	21	30	7	14	-----
Graham.....	23	23	1	2	20	-----	-----	-----	-----	-----
Granville.....	55	92	49	6	-----	44	45	14	30	-----
Greene.....	33	44	25	8	-----	19	25	1	14	4
Guilford.....	85	205	79	6	-----	30	47	24	6	-----
Halifax.....	42	57	38	4	-----	53	61	21	23	9
Harnett.....	60	134	34	24	2	30	35	1	14	15
Haywood.....	52	81	25	18	9	1	1	1	-----	-----
Henderson.....	54	73	32	14	8	8	10	1	-----	7
Hertford.....	33	45	15	18	-----	34	39	3	24	7
Hoke.....	22	36	22	-----	-----	24	25	-----	16	8
Hyde.....	27	38	12	12	3	18	20	-----	8	10
Iredell.....	96	146	66	29	1	32	33	6	13	13
Jackson.....	46	84	20	2	24	3	4	-----	-----	3
Johnston.....	99	201	51	48	-----	34	37	1	33	-----
Jones.....	30	42	24	6	-----	20	25	4	14	2
Lee.....	29	42	25	4	-----	14	20	2	12	-----
Lenoir.....	43	62	6	37	-----	25	23	1	24	-----
Lincoln.....	56	82	30	26	-----	11	14	2	3	6
Macon.....	57	73	17	27	13	4	4	-----	1	3
Madison.....	72	96	17	24	31	4	4	-----	-----	4
Martin.....	43	51	8	35	-----	26	31	-----	26	-----
McDowell.....	50	74	20	30	-----	11	13	-----	5	6
Mecklenburg.....	72	142	62	10	-----	56	61	4	40	12
Mitchell.....	36	47	1	28	7	1	1	-----	-----	1
Montgomery.....	59	61	23	34	2	18	18	-----	6	12
Moore.....	66	106	60	5	1	28	31	3	16	9
Nash.....	53	93	53	-----	-----	39	40	25	14	-----
New Hanover.....	15	22	13	2	-----	13	14	3	10	-----
Northampton.....	40	89	30	10	-----	42	55	4	28	10
Onslow.....	52	74	35	17	-----	19	21	7	12	-----
Orange.....	46	73	33	13	-----	27	31	1	12	14
Pamlico.....	22	42	17	5	-----	12	22	2	10	-----
Pasquotank.....	22	32	22	-----	-----	13	14	2	11	-----
Pender.....	42	65	16	26	-----	36	38	-----	36	-----
Perquimans.....	28	30	1	1	26	19	24	-----	-----	19
Person.....	48	60	48	-----	-----	31	31	-----	31	-----
Pitt.....	80	127	20	60	-----	51	63	2	49	-----
Polk.....	37	49	6	18	13	9	10	-----	3	6

TABLE XVII. FURNITURE OF RURAL SCHOOLHOUSES—Continued.

	White.					Colored.				
	Number Houses.	Number Rooms.	Furnished With Patent Desks.	Furnished With Home-made Desks.	Furnished With Benches.	Number Houses.	Number Rooms.	Furnished With Patent Desks.	Furnished With Home-made Desks.	Furnished With Benches.
Randolph.....	100	146	52	48	-----	19	19	3	16	-----
Richmond.....	37	50	36	1	-----	24	26	-----	1	23
Robeson.....	73	169	57	14	2	80	98	20	44	16
Rockingham.....	79	149	79	-----	-----	37	50	32	5	-----
Rowan.....	84	150	50	34	-----	33	40	4	24	5
Rutherford.....	81	140	67	14	-----	24	25	9	15	-----
Sampson.....	84	143	51	33	-----	47	53	10	32	5
Scotland.....	26	42	25	1	-----	23	30	22	1	-----
Stanly.....	61	96	9	50	2	9	12	-----	5	4
Stokes.....	68	99	58	8	2	10	10	2	-----	8
Surry.....	92	132	51	24	17	15	17	-----	4	11
Swain.....	44	63	16	15	13	1	1	-----	-----	1
Transylvania.....	28	47	16	3	9	2	4	2	-----	-----
Tyrrell.....	18	23	3	15	-----	10	10	-----	10	-----
Union.....	89	143	21	68	-----	39	40	-----	30	9
Vance.....	25	43	25	-----	-----	22	24	15	7	-----
Wake.....	75	202	75	-----	-----	57	80	3	38	11
Warren.....	37	58	30	3	4	38	50	3	8	27
Washington.....	28	42	3	25	-----	18	24	13	5	-----
Watauga.....	64	76	5	54	5	2	2	-----	2	-----
Wayne.....	64	104	60	4	-----	40	44	11	23	6
Wilkes.....	135	202	33	90	12	18	25	2	9	7
Wilson.....	48	69	25	23	-----	24	30	8	16	-----
Yadkin.....	60	82	10	50	-----	6	8	-----	1	5
Yancey.....	46	60	11	8	27	4	4	-----	-----	4
Total.....	5,338	8,365	3,049	1,860	429	2,237	2,615	397	1,222	618

TABLE XVIII. NEW RURAL SCHOOLHOUSES BUILT AND THEIR COST, AND THE AMOUNT EXPENDED FOR REPAIRS, 1913-1914.

This table shows the number of new rural schoolhouses built during the year, by races, and their cost, and also the cost of repairs on old houses.

SUMMARY OF TABLE XVIII AND COMPARISON WITH 1912-1913.

	White.	Colored.	North Carolina.
Total new schoolhouses built, 1913-'14.....	291	115	406
Total new schoolhouses built, 1912-'13.....	315	89	404
Total for two years.....	606	204	810
Total cost of new schoolhouses built, 1913-'14.....			\$ 471,884.49
Total cost of new schoolhouses built, 1912-'13.....			339,523.23
Increase.....			132,361.21
Average cost of new rural schoolhouses built, 1913-'14.....			1,162.28
Average cost of new rural schoolhouses built, 1912-'13.....			840.45
Increase.....			321.83
Total houses repaired, 1913-'14.....			889
Total houses repaired, 1912-'13.....			929
Increase.....			*40
Total cost repairs, 1913-'14.....			\$ 65,139.85
Total cost repairs, 1912-'13.....			53,669.88
Increase.....			11,469.97
Number rooms in new houses.....			718

Counties.	Number New Houses, White.	Number New Houses, Colored.	Total Number New Houses Built.	Total Number Rooms New Houses.	Total Cost New Houses.	Number Old Houses Repaired.	Total Cost of Repairs, Old Houses.
Alamance.....					\$	9	\$
Alexander.....	3		3	8	5,000.00	15	2,574.00
Alleghany.....							
Anson.....	5	6	11	13	3,898.00	18	644.00
Ashe.....	1		1	2	1,000.00	6	135.00
Avery.....	3		3	9	3,950.00	1	100.00
Beaufort.....	5	1	6	9	2,955.00	26	768.00
Bertie.....	4	2	6	10	8,300.00	5	400.00
Bladen.....	6		6	7	2,034.00	16	480.19
Brunswick.....		1	1	1	350.00	6	450.00
Buncombe.....	5	1	6	11	15,590.00		
Burke.....	4	1	5	5	1,190.22	3	31.40
Cabarrus.....	1	1	2	9	5,250.00		
Caldwell.....	7	2	9	21	3,196.00	14	1,022.00
Camden.....	1	1	2	8	14,600.00	1	30.00
Carteret.....	1		1	1	350.00		
Caswell.....	1		1	1	345.00	20	585.39
Catawba.....	4	1	5	6	4,850.00		
Chatham.....	7	6	13	17	4,355.00	18	289.00
Cherokee.....	1		1	2	800.00	3	61.22
Chowan.....	1		1	2	3,000.00		
Clay.....						2	200.00
Cleveland.....	4		4	7	2,261.28	1	15.40
Columbus.....	4	1	5	5	3,200.00	3	350.00

*Decrease.

NEW HOUSES, 1913-1914

183

TABLE XVIII. NEW RURAL SCHOOLHOUSES BUILT—Continued.

Counties.	Number New Houses, White.	Number New Houses, Colored.	Total Number New Houses Built.	Total Number Rooms New Houses.	Total Cost New Houses.	Number Old Houses Repaired.	Total Cost of Repairs, Old Houses.
Craven.....	7	7	14	19	\$ 8,924.37		\$.....
Cumberland.....	3	6	9	11	4,000.00	27	955.60
Currituck.....	1		1	2	1,480.00	13	777.65
Dare.....	1		1	2	372.00	5	179.54
Davidson.....	4	1	5	5	2,242.81	23	1,062.24
Davie.....	2		2	2	1,000.00	2	800.00
Duplin.....	5	5	10	12	4,500.00	60	1,250.00
Durham.....	5		5	21	10,500.00		
Edgecombe.....	4	1	5	8	4,898.00	9	958.00
Forsyth.....	7	6	13	16	11,477.02	31	1,259.79
Franklin.....	6	2	8	17	11,250.00	6	1,125.00
Gaston.....	4	2	6	9	4,300.00	3	250.00
Gates.....	2	1	3	4	2,075.00	5	115.00
Graham.....	1		1	1	600.00	7	256.00
Granville.....	5	3	8	11	5,000.00		
Greene.....	1	3	4	7	3,464.00	2	165.00
Guilford.....		1	1	1	500.00	6	7,500.00
Halifax.....	2	2	4	5	3,145.00	10	329.00
Harnett.....	3	2	5	9	3,567.56	33	2,092.45
Haywood.....	1		1	2	701.00	4	288.30
Henderson.....	2		2	2	1,370.00	5	495.00
Hertford.....	1	1	2	2	453.00	26	476.00
Hoke.....	1	3	4	4	1,168.43	4	1,712.11
Hyde.....						35	693.78
Iredell.....	8	1	9	11	5,877.00	2	800.00
Jackson.....	3		3	3	2,400.00	5	1,030.00
Johnston.....	6	1	7	26	26,600.00	4	136.50
Jones.....	4	1	5	6	1,800.00	22	330.76
Lee.....	1	3	4	4	900.00	3	429.92
Lenoir.....	7	3	10	13	4,157.00	7	
Lincoln.....	1		1	2	450.00	3	110.00
Macon.....							
Madison.....	2		2	7	2,800.00		
Martin.....						4	833.13
McDowell.....	1		1	1	450.00	2	85.00
Mecklenburg.....	6	1	7	14	19,750.00	13	3,450.00
Mitche'l.....	4		4	4	1,550.00	3	150.00
Montgomery.....	2		2	2	1,000.00		
Moore.....	3	3	6	14	21,500.00	18	766.00
Nash.....	4	2	6	13	6,050.00	7	3,169.51
New Hanover.....						20	1,050.67
Northampton.....	3	1	4	8	7,100.00	3	275.00
Onslow.....	4		4	7	2,499.19	14	315.18
Orange.....	3	2	5	5	2,700.00	2	25.00
Pamlico.....		2	2	4	2,394.15	11	2,582.85
Pasquotank.....	1		1	4	4,534.98	1	281.64
Pender.....	3	1	4	6	3,000.00	15	400.00
Perquimans.....						3	272.59
Person.....		1	1	1	200.00	23	441.70
Pitt.....	6	1	7	9	4,400.00		
Polk.....	1		1	2	550.00	4	46.50
Randolph.....	4		4	5	2,000.00	4	292.50
Richmond.....	3	2	5	7	3,500.00		

NEW HOUSES, 1913-1914

TABLE XVIII. NEW RURAL SCHOOLHOUSES BUILT—*Continued.*

Counties.	Number New Houses, White.	Number New Houses, Colored.	Total Number New Houses Built.	Total Number Rooms New Houses.	Total Cost New Houses.	Number Old Houses Repaired.	Total Cost of Repairs, Old Houses.
Robeson.....	3	4	7	26	\$ 23,910.00	32	\$ 4,100.00
Rockingham.....	8	3	11	22	17,250.00	3	450.00
Rowan.....	5	1	6	10	7,275.00	7	609.00
Rutherford.....	2	2	4	4	1,230.00	13	936.00
Sampson.....	9	1	10	10	5,485.10	3	142.92
Scotland.....	3	—	3	4	1,500.00	9	1,959.77
Stanly.....	1	1	2	3	714.00	23	255.00
Stokes.....	4	—	4	7	2,435.00	4	110.00
Surry.....	6	—	6	10	5,024.00	—	—
Swain.....	2	1	3	3	1,650.00	3	2,303.44
Transylvania.....	2	—	2	2	1,434.00	9	390.00
Tyrrell.....	1	—	1	2	1,465.00	—	—
Union.....	3	—	3	6	1,206.70	63	1,871.16
Vance.....	—	—	—	—	—	—	—
Wake.....	6	—	6	51	81,308.68	—	—
Warren.....	2	4	6	7	1,842.00	21	2,148.00
Washington.....	—	1	1	3	1,500.00	—	—
Watauga.....	4	—	4	8	2,000.00	—	—
Wayne.....	2	—	2	2	1,000.00	—	—
Wilkes.....	6	—	6	18	7,000.00	12	372.00
Wilson.....	1	2	3	5	2,500.00	—	—
Yadkin.....	1	—	1	1	425.00	1	114.65
Yancey.....	4	—	4	5	2,125.00	10	1,228.00
Total.....	291	115	406	718	471,884.49	889	65,139.85

TABLE XIX. RECORD OF DISTRIBUTION OF THE STATE PER CAPITA APPROPRIATION OF \$250,000 FOR 1913-1914.

Counties.	Total School Population.	Amount Apportioned.
Alamance.....	9,137	\$ 2,944.85
Alexander.....	4,263	1,373.96
Alleghany.....	2,978	960.58
Anson.....	8,811	2,839.78
Ashe.....	7,194	2,318.62
Avery.....	3,904	1,258.25
Beaufort.....	9,894	3,188.83
Bertie.....	8,078	2,603.53
Bladen.....	6,978	2,249.00
Brunswick.....	4,397	1,417.15
Buncombe.....	17,169	5,533.56
Burke.....	6,982	2,250.29
Cabarrus.....	9,079	2,926.16
Caldwell.....	6,766	2,180.68
Camden.....	2,157	695.98
Carteret.....	4,449	1,433.91
Caswell.....	5,327	1,716.89
Catawba.....	10,565	3,405.09
Chatham.....	7,976	2,570.66
Cherokee.....	5,589	1,798.43
Chowan.....	3,605	1,161.89
Clay.....	1,546	499.05
Cleveland.....	10,811	3,484.38
Columbus.....	9,474	3,053.47
Craven.....	7,900	2,546.17
Cumberland.....	10,759	3,467.62
Currituck.....	2,814	907.73
Dare.....	1,488	480.36
Davidson.....	10,158	3,273.92
Davie.....	4,573	1,473.87
Duplin.....	8,375	2,699.26
Durham.....	11,903	3,836.33
Edgarcombe.....	9,440	3,042.51
Forsyth.....	16,930	5,456.53
Franklin.....	8,946	2,883.29
Gaston.....	13,114	4,226.64
Gates.....	3,915	1,261.80
Graham.....	1,607	518.71
Granville.....	7,863	2,534.24
Greene.....	4,470	1,440.68
Guilford.....	20,212	6,514.32
Halifax.....	12,679	4,086.44
Harnett.....	8,306	2,677.02
Haywood.....	7,408	2,387.59
Henderson.....	5,910	1,904.79
Hertford.....	5,068	1,633.41
Hoke.....	3,588	1,156.41
Hyde.....	3,204	1,032.64
Iredell.....	11,809	3,806.04
Jackson.....	4,702	1,515.45
Johnston.....	15,481	4,989.52
Jones.....	3,100	999.90
Lee.....	4,002	1,289.84
Lenoir.....	7,025	2,264.15

TABLE XIX. RECORD OF DISTRIBUTION—Continued.

Counties.	Total School Population.	Amount Apportioned.
Lincoln.....	6,390	\$ 2,059.49
Macon.....	4,346	1,400.71
Madison.....	7,834	2,524.89
Martin.....	6,057	1,952.17
McDowell.....	6,119	1,972.15
Mecklenburg.....	23,388	7,537.95
Mitchell.....	3,781	1,218.61
Montgomery.....	5,094	1,641.79
Moore.....	6,727	2,168.11
Nash.....	11,978	3,860.50
New Hanover.....	8,301	2,675.41
Northampton.....	7,927	2,554.87
Onslow.....	4,934	1,590.22
Orange.....	4,910	1,532.49
Pamlico.....	3,557	1,146.42
Pasquotank.....	5,495	1,771.03
Pender.....	5,400	1,740.42
Perquimans.....	3,835	1,236.02
Person.....	6,021	1,940.56
Pitt.....	13,326	4,294.96
Polk.....	2,609	841.66
Randolph.....	10,538	3,396.39
Richmond.....	6,909	2,226.77
Robeson.....	15,257	4,917.33
Rockingham.....	12,779	4,118.67
Rowan.....	12,547	4,043.89
Rutherford.....	9,771	3,149.19
Sampson.....	10,414	3,356.43
Scotland.....	5,489	1,769.10
Stanly.....	6,404	2,064.00
Stokes.....	7,435	2,396.30
Surry.....	9,005	2,932.31
Swain.....	3,621	1,167.04
Transylvania.....	2,600	838.76
Tyrrell.....	1,747	563.84
Union.....	11,661	3,758.34
Vance.....	6,455	2,080.45
Wake.....	22,028	7,099.62
Warren.....	7,511	2,420.79
Washington.....	4,965	1,600.22
Watauga.....	4,370	1,408.45
Wayne.....	11,869	3,825.38
Wilkes.....	11,284	3,636.83
Wilson.....	9,455	3,047.35
Yadkin.....	5,460	1,759.75
Yancey.....	4,917	1,584.75
Teacher training.....		1,500.00
Libraries.....		1,485.45
Total.....	766,389	250,000.00

TABLE XX. APPORTIONMENT OF THE STATE EQUALIZING FUND.
1913-1914.

The State Equalizing Fund the first year, 1913-1914, amounted to \$401,015.72, which was apportioned to ninety counties to provide for the salaries of their teachers for a sufficient additional term to bring the minimum term in all the counties of the State to 103.3 days, or about five months and one week. Below will be found the amount apportioned each county, and the number days additional term provided by the State Equalizing Fund. The ten counties that received no apportionment from this fund had sufficient funds from regular county sources to provide a term of more than the minimum for the rest of the State and were therefore ineligible to receive aid from this Fund.

Counties.	Number Days Additional Term Provided.	Amount Apportioned.
Alamance.....	17.3	\$ 5,168.87
Alexander.....	39.3	6,186.56
Alleghany.....	41.3	3,734.10
Anson.....	23.3	4,683.20
Ashe.....	26.3	5,414.73
Avery.....	23.3	2,213.00
Beaufort.....	13.3	4,096.60
Bertie.....	23.3	4,846.38
Bladen.....	23.3	4,823.13
Brunswick.....	23.3	3,389.90
Buncombe.....		
Burke.....	23.3	3,963.15
Cabarrus.....	23.3	5,863.25
Caldwell.....	23.3	5,250.10
Camden.....	23.3	1,487.80
Carteret.....	23.3	3,169.40
Caswell.....	23.3	3,184.53
Catawba.....	23.3	6,868.52
Chatham.....	23.3	4,518.88
Cherokee.....	23.3	2,975.40
Chowan.....	23.3	2,129.90
Clay.....	41.3	1,277.50
Cleveland.....	23.3	7,114.90
Columbus.....	23.3	7,714.55
Craven.....	22.3	3,526.20
Cumberland.....	21.3	5,789.83
Currituck.....	27.3	2,931.25
Dare.....	48.3	2,879.10
Davidson.....	23.3	7,151.60
Davie.....	23.3	3,004.40
Duplin.....	23.3	6,399.70
Durham.....		
Edgecombe.....		
Forsyth.....		
Franklin.....	23.3	5,581.35
Gaston.....	23.3	8,408.35
Gates.....	23.3	2,530.95
Graham.....	23.3	1,058.00
Granville.....	23.3	6,223.55

TABLE XX. ANNUAL APPROPRIATION—Continued.

Counties.	Number Days Additional Term Provided.	Amount Apportioned.
Greene.....	23.3	\$ 2,679.00
Guilford.....	14.3	8,948.00
Halifax.....		
Harnett.....	23.3	5,826.10
Haywood.....		
Henderson.....	23.3	3,756.60
Hertford.....	23.3	2,895.40
Hyde.....	41.3	4,027.50
Hoke.....	23.3	2,080.10
Iredell.....	23.3	8,294.00
Jackson.....	47.8	7,879.00
Johnston.....	21.3	8,288.75
Jones.....	23.3	2,176.50
Lee.....	23.3	2,958.80
Lenoir.....	22.3	4,481.98
Lincoln.....	23.3	3,433.25
Macon.....	23.3	2,940.55
Madison.....	23.3	3,916.70
Martin.....	16.3	2,646.65
McDowell.....	23.3	4,222.35
Mecklenburg.....		
Mitchell.....	30.3	3,472.50
Montgomery.....	23.3	3,336.80
Moore.....	23.3	5,595.50
Nash.....		
New Hanover.....		
Northampton.....	23.3	5,061.50
Onslow.....	23.3	4,085.20
Orange.....	23.3	3,974.50
Pamlico.....	28.3	3,127.00
Pasquotank.....	7.3	974.45
Pender.....	23.3	3,794.05
Perquimans.....	23.3	2,558.80
Person.....	23.3	3,530.90
Pitt.....	13.3	4,781.15
Polk.....	23.3	1,727.50
Randolph.....	23.3	5,917.30
Richmond.....	20.3	3,573.40
Robeson.....	18.3	7,560.30
Rockingham.....	23.3	8,396.80
Rowan.....	21.3	9,172.21
Rutherford.....	23.3	5,741.70
Sampson.....	23.3	6,808.65
Scotland.....	6.3	694.65
Stanly.....	20.3	3,647.80
Stokes.....	23.3	4,435.00
Surry.....	23.3	6,287.45
Swain.....	23.3	2,655.70
Transylvania.....	23.3	2,170.65
Tyrrell.....	23.3	1,380.00
Union.....	23.3	7,008.00
Vance.....	23.3	3,753.35
Wake.....	19.3	7,373.80
Warren.....	23.3	3,864.35

TABLE XX. ANNUAL APPROPRIATION—*Continued.*

Counties.	Number Days Additional Term Provided.	Amount Apportioned.
Washington.....	23.3	\$ 2,099.50
Watauga.....	23.3	2,617.35
Wayne.....	21.3	6,909.60
Wilkes.....	23.3	9,302.05
Wilson.....		
Yadkin.....	30.3	3,163.00
Yancey.....	23.3	3,452.00
Total.....		401,015.72

TABLE XXI. REPORT OF LOAN FUND, 1912-1914.

This report shows, by counties, the amount of money loaned to the districts therein named, from July 1, 1912, to June 30, 1914.

LOAN FUND SUMMARY.

Total amount loaned since 1903, when the fund was created.....	\$ 896,022.50
Number of counties aided.....	98
Number of districts aided.....	1,676
Number of children in districts aided.....	233,818
Number of new houses built by the aid of this fund.....	1,531
Value of new houses built by the aid of this fund.....	\$2,411,500.00
Value of houses replaced.....	207,136.00
Total amount of loans from July 1, 1912, to June 30, 1914.....	207,447.00
Total number of counties receiving loans from July 1, 1912, to June 30, 1914.....	79

	Number of Children.	Value of Old Building.	Value of New Building.	Amount of Loan.	Total County Loans.
ALAMANCE COUNTY—					
Elon College.....	169	\$ 1,500	\$ 3,000	\$ 2,000	\$5,500.00
Elon College.....	169	1,500	5,000	500	
Sylvan.....	190	-----	10,000	3,000	
ALEXANDER COUNTY—					
No. 2.....	68	30	600	300	3,180
No. 6, Sharpe's.....	235	-----	700	300	
No. 1, Taylorsville.....	302	-----	4,000	2,000	
No. 6, Wittenburg.....	74	-----	465	230	
No. 5½, Miller's.....	75	-----	600	150	
Friendship, Wittenburg.....	67	10	450	200	
ANSON COUNTY—					
No. 4, Gulledge.....	101	15	350	175	1,300
No. 1, Gulledge.....	170	25	350	175	
No. 2, Gulledge.....	130	-----	350	150	
No. 3, Wadesboro.....	72	-----	350	75	
Mt. Vernon.....	84	50	450	200	
No. 2, Burnsville (Col.).....	74	-----	350	175	
No. 2, Wadesboro (Col.).....	112	10	350	175	
No. 4, Wadesboro (Col.).....	75	4	350	175	
ASHE COUNTY—					
Laurel.....	65	10	300	125	725
No. 2, Walnut Hill.....	65	75	1,200	600	
AVERY COUNTY—					
No. 2, Roaring Creek.....	87	50	400	125	2,175
No. 1, Linville.....	115	50	400	100	
No. 12, Linville.....	66	-----	400	100	
Newland, Linville.....	183	500	3,000	1,500	
No. 5, Cranberry.....	125	175	1,500	350	
BEAUFORT COUNTY—					
No. 5, Richland.....	191	200	1,000	500	5,250
No. 1, Washington.....	68	25	1,200	500	
No. 3, Long Acre.....	100	100	1,750	750	
No. 14, Long Acre.....	147	-----	2,000	1,000	
Washington.....	2,126	-----	-----	2,500	
BLADEN COUNTY—					
No. 4, Bethel.....	100	25	1,075	365	565
No. 4, W. Hollow.....	25	40	400	200	

TABLE XXI. REPORT OF LOAN FUND—Continued.

	Number of Children.	Value of Old Building.	Value of New Building.	Amount of Loan.	Total County Loans.
BRUNSWICK COUNTY—					
No. 1.....	89	\$.....	\$ 1,500	\$ 750	
No. 1, Lockwood's Folly.....	91		1,500	700	\$ 1,450
BUNCOMBE COUNTY—					
West Asheville.....			1,423	350	
Jupiter.....			1,500	750	
Weaverville.....			1,600	750	
Swannanoa.....			600	300	
Carsons.....			758	350	
No. 14, Leicester.....	94		1,000	500	
No. 1, Leicester.....	209		7,000	3,500	
No. 6, Haw Creek.....	240	100	5,100	2,000	
No. 1, Black Mountain.....	85	75	600	300	
No. 5, Upper Hominy.....	99		1,600	800	
No. 3, Upper Hominy.....	96	200	1,600	870	
No. 2, Flat Creek.....	94	65	2,000	500	
Nos. 1 and 2, French Broad.....	110	200	1,600	800	11,700
CABARRUS COUNTY—					
No. 4, No. 5.....		15	625	200	
No. 4, Kannapolis.....	646	5,000	10,000	2,000	2,200
CALDWELL COUNTY—					
No. 1, Hudson.....	249	700	6,000	3,000	
No. 3, Lower Creek.....	81	25	600	100	
No. 6, Little River.....	149	25	900	300	
No. 3, Yadkin Valley.....	57	50	350	100	
No. 5, Kings Creek.....	83	25	600	200	
Lovelady.....	118		800	200	3,900
CAMDEN COUNTY—					
Shiloh.....	70	20	1,200	600	
No. 19, South Mills.....	136	300	12,000	5,000	5,600
CARTERET COUNTY—					
Newport.....	95	1,000	1,400	400	400
CATAWBA COUNTY—					
Hickory, Highland.....	224	700	1,300	400	
No. 1, Hickory.....	97		800	150	
No. 8, Catawba.....	73	25	600	250	
No. 2, Caldwell.....	110		600	250	
No. 19, Hickory.....	46	50	500	150	
No. 9, Mountain Creek.....	82	25	600	150	
No. 5, Hickory.....	87		800	150	
No. 7, Bandy's.....	45		450	150	
Hickory.....	1,450		11,000	2,500	
Hickory.....	1,450		11,000	2,500	
No. 2, Catawba.....	94		2,000	1,000	
No. 12, Newton.....	167		2,500	1,000	8,650
CHATHAM COUNTY—					
No. 5, Cape Fear.....	76	20	450	200	
No. 6, Bear Creek.....	79	15	400	100	300
CHEROKEE COUNTY—					
No. 11, Valleytown.....		50	600	300	
No. 9, Murphy.....	99		400	100	
No. 2, Valleytown.....	65		600	120	520
CHOWAN COUNTY—					
Nos. 2 and 3, Byrums.....	56	300	1,600	400	
No. 1, No. 2.....	95	250	2,300	600	
No. 3, Upper.....	75		2,200	1,000	2,000

TABLE XXI. REPORT OF LOAN FUND—Continued.

	Number of Children.	Value of Old Building.	Value of New Building.	Amount of Loan.	Total County Loans.
CLAY COUNTY—					
No. 2, Brasstown.....	85	\$-----	\$ 600	\$ 275	
No. 8, Hayesville.....	175	100	2,000	500	\$ 775
COLUMBUS COUNTY—					
No. 1, Ransom.....	93	-----	2,800	1,250	
Bughill.....	60	25	500	250	
Chadbourn.....	300	1,000	12,500	2,500	
No. 15, South Williams.....	55	50	500	250	4,250
Craven County—					
No. 7, Thurman.....	150	-----	2,500	1,000	1,000
CURRITUCK COUNTY—					
No. 3.....	35	-----	900	250	250
DARE COUNTY—					
Manteo High School.....	169	1,000	4,000	2,000	
No. 4, Kennekeet.....	151	-----	800	400	2,400
DAVIDSON COUNTY—					
No. 1, Cotton Grove.....	220	-----	2,000	600	600
DUPLIN COUNTY—					
No. 1, Warsaw.....	280	-----	10,000	2,000	
No. 6, Cypress Creek.....	48	35	500	150	
No. 2, Sealsfield.....	53	-----	500	250	
No. 1, Alberton.....	97	20	600	300	
No. 1, Woliscrape.....	122	800	1,800	220	
No. 6, Island Creek.....	28	10	250	112	3,032
DURHAM COUNTY—					
West Durham.....	950	3,000	20,000	3,000	
Mineral Springs, Oak Grove.....	128	1,000	4,000	1,500	
Bethesda, Oak Grove.....	104	1,000	4,000	1,500	6,000
EDGECOMBE COUNTY—					
No. 1, No. 3.....	43	75	600	300	
Battleboro, No. 7.....	156	500	850	425	725
FRANKLIN COUNTY—					
No. 1, Franklinton.....	400	-----	4,000	2,000	
No. 5, Dunns.....	120	600	6,000	2,000	4,000
GASTON COUNTY—					
No. 6, South Point.....	130	300	2,000	1,000	
No. 9, River Bend.....	171	300	2,000	1,000	
No. 2, Cherryville.....	54	25	500	250	
No. 14, Cherryville.....	-----	50	500	250	
No. 3, Crowders Mountain.....	300	-----	15,000	500	
No. 12, Cherryville.....	65	50	500	250	
No. 3, Gastonia.....	92	10	400	200	
No. 3, Dallas.....	84	-----	750	350	
No. 10, Cherryville.....	65	200	800	400	
No. 9, Dallas.....	80	100	1,600	1,000	
Spencers Mountain.....	119	-----	450	150	
No. 11, Dallas.....	65	-----	500	250	5,600
GATES COUNTY—					
No. 4, Hunters Mill.....	43	30	500	250	
Gatesville.....	135	-----	7,500	500	
No. 3, Haslett.....	48	20	500	250	
No. 1, Haslett.....	90	-----	500	250	
No. 2, Hall.....	90	25	1,000	500	1,750
GRANVILLE COUNTY—					
No. 4, Fishing Creek.....	21	30	350	175	
No. 1, Oak Hill.....	48	15	400	200	

TABLE XXI. REPORT OF LOAN FUND—Continued.

	Number of Children.	Value of Old Building.	Value of New Building.	Amount of Loan.	Total County Loans.
GRANVILLE COUNTY—Continued.					
No. 5, Brassfield.....	86	\$ 75	\$ 800	\$ 400	
No. 4, Oak Hill.....	32	75	400	200	
No. 7, Tally Ho.....	63	30	800	400	
No. 3, Brassfield.....	57	50	750	375	
No. 6, Brassfield.....	62		800	400	
No. 7, Fishing Creek.....	46	25	700	350	\$ 2,500
GREENE COUNTY—					
No. 1, Shine.....	116	100	1,000	500	
No. 3, Bull Head.....	65	50	750	325	
No. 3, Speights Bridge.....	93	300	1,250	625	1,450
GUILFORD COUNTY—					
Mt. Pleasant, Greene.....	120	200	750	250	
Jamestown.....	306		4,000	1,800	2,050
HARNETT COUNTY—					
Grove Township.....	90		700	250	
Dunn.....	500		10,000	3,500	
No. 4, Grove.....	135	125	1,000	500	
No. 10, Averasboro.....	82		1,800	600	
Dunn.....	500		10,000	1,500	6,350
HERTFORD COUNTY—					
No. 2, Mauneys Neck, Como.....	106		4,438	1,770	
No. 2, Winton.....	94	100	750	350	2,120
HOKE COUNTY—					
No. 5, McLaughlin.....	59	700	1,100	200	
Rae ford.....	325	2,000	25,000	2,500	
Antioch.....	148	1,500	12,000	2,500	5,200
IREDELL COUNTY—					
Moorestville.....	1,199	2,000	5,000	2,500	
No. 4, White Diamond.....	73	100	600	325	
No. 4, Fallston.....	171	500	2,750	1,250	
No. 2, Fallston.....	122		1,100	100	
No. 1, Turnersburg.....	185		2,500	1,000	5,175
JACKSON COUNTY—					
No. 1, Sylva.....	91		700	300	
No. 4, Canada.....	29		850	400	
No. 2, Cassiers.....	59		800	400	
No. 2, Cullowhee.....	83		800	400	1,500
JOHNSTON COUNTY—					
No. 3, Selma.....	557		5,500	3,000	
Selma (Col.).....	283		1,000	500	
No. 6, Boone Hill.....			800	400	
Four Oaks.....	283		2,000	500	
Kenly High School.....	320	1,500	17,000	2,500	
Beulah, Kenly.....	320	1,500	17,000	2,500	
No. 2, Meadow.....	200		2,000	500	
Smithfield.....	137		975	200	10,100
LEE COUNTY—					
No. 2, Cape Fear.....	140	500	3,000	1,500	1,500
LENOIR COUNTY—					
No. 1, Falling Creek.....	95		250	100	
No. 5, Contentnea.....	64		250	100	
No. 3, Neuse.....	60		250	75	
No. 4, Contentnea.....	56		250	100	
No. 1, Ursley Hall.....	79		750	250	

TABLE XXI. REPORT OF LOAN FUND—Continued.

	Number of Children.	Value of Old Building.	Value of New Building.	Amount of Loan.	Total County Loans.
LENOIR COUNTY—Continued.					
No. 1, Falling Creek.....	173	\$.....	\$ 500	\$ 125	\$ 1,000
No. 4, Trent.....	92	-----	850	250	
LINCOLN COUNTY—					
Catawba, No. 11.....	102	40	500	200	1,600
No. 4, Lincolnton.....	102	80	500	200	
No. 7, North Brook.....	102	40	500	200	
Crouse, Howards Creek.....	146	-----	2,600	1,000	
MACON COUNTY—					
No. 2, Franklin.....	125	-----	3,000	1,000	1,000
MADISON COUNTY—					
No. 11, No. 1.....	70	50	600	250	1,450
Madison Seminary.....	92	150	1,200	400	
Grassy Knob.....	67	-----	500	250	
No. 10, Lower Sodom.....	81	10	700	250	
No. 4, No. 8.....	115	-----	850	300	
MARTIN COUNTY—					
No. 3, Jamesville.....	110	600	2,000	1,000	1,200
Parmele, Robersonville.....	125	200	3,000	1,200	
MCDOWELL COUNTY—					
Marion Graded Schools.....	-----	-----	20,000	3,000	5,000
Marion Graded Schools.....	-----	-----	20,000	2,000	
MITCHELL COUNTY—					
No. 5, Cane Creek.....	189	-----	250	110	310
No. 7, Bakersville.....	64	-----	400	200	
MOORE COUNTY—					
No. 3, Mineral Springs.....	60	300	2,500	300	300
NASH COUNTY—					
No. 1, Red Oak.....	180	350	7,500	2,500	4,500
No. 1, Nashville.....	238	-----	15,000	2,000	
NORTHAMPTON COUNTY—					
Rich Square.....	165	-----	2,000	1,000	3,200
Garysburg.....	55	500	3,000	1,200	
Margarettsville.....	74	-----	2,000	1,000	
ONSLOW COUNTY—					
No. 2, White Oak.....	105	1,000	1,000	450	1,450
No. 6, Jacksonville.....	89	-----	2,000	1,000	
ORANGE COUNTY—					
No. 1, Cedar Grove.....	72	15	414	100	2,000
No. 1, Hillsboro.....	227	-----	1,500	750	
University, Eno.....	125	-----	1,800	600	
No. 7, Chapel Hill.....	200	-----	600	300	
No. 8, Cheeks.....	55	50	600	250	
PAMLICO COUNTY—					
No. 2, No. 3.....	97	-----	1,500	500	1,100
No. 1, No. 2.....	53	-----	1,900	600	
PASQUOTANK COUNTY—					
No. 1, Providence and Mt. Herman.....	88	-----	4,000	2,000	2,000
PENDER COUNTY—					
No. 2, Long Creek.....	57	30	600	300	1,700
No. 4, Holly.....	60	200	1,600	800	
No. 3, Topsail.....	97	135	1,200	600	
PERQUIMANS COUNTY—					
No. 5, New.....	137	-----	2,000	1,000	1,750
New Hope.....	95	50	400	200	
Belvedere.....	47	25	400	200	
No. 6, Woodville.....	62	-----	725	350	

TABLE XXI. REPORT OF LOAN FUND—Continued.

	Number of Children.	Value of Old Building.	Value of New Building.	Amount of Loan.	Total County Loans.
PITT COUNTY—					
No. 2, Falkland.....	74	\$	\$ 1,200	\$ 400	
No. 1, Farmville.....	82	125	1,200	450	
No. 10, Greenville.....	612		20,000	6,000	
Grimesland.....	145		9,000	3,000	\$ 9,850
POLK COUNTY—					
No. 14, Green's Creek.....	93	16	500	175	
No. 16, Green's Creek.....	78		300	150	
No. 18, Green's Creek.....	72		500	250	
No. 1, Columbus.....	100		400	200	
No. 20, Green's Creek.....	70	40	400	200	975
RANDOLPH COUNTY—					
No. 4, Tabernacle.....	49		500	250	
No. 1, Liberty.....	215		10,000	500	
Tabernacle.....	75		800	300	1,050
RICHMOND COUNTY—					
No. 4, Mineral Springs.....	124	200	2,200	900	
No. 8, Mineral Springs.....	98		1,250	350	1,250
ROBESON COUNTY—					
No. 2, Maxton.....	72		1,500	750	
No. 5, White House.....	65	400	2,000	1,000	
No. 1, Rennert.....	53	300	2,300	1,000	2,750
ROCKINGHAM COUNTY—					
No. 3, Leaksville.....	100	15	450	150	
No. 7, New Bethel.....	85		450	200	
Nos. 3 and 4, Huntsville.....	110	50	1,300	400	
No. 5, Leaksville.....	80	21	825	100	
No. 4, Mayo.....	54	49	825	200	
No. 3, Madison.....	71		825	100	
No. 1, Price.....	86		1,500	150	
No. 6, New Bethel.....	80		1,400	150	
No. 3, Simpsonville.....	54		800	100	
No. 3, Mayo.....	53		800	200	1,750
ROWAN COUNTY—					
No. 2, Litaker.....	263		500	250	
No. 6, Gold Hill.....	216	25	4,000	1,500	
No. 8, Salisbury.....	256		5,000	1,500	3,250
RUTHERFORD COUNTY—					
Rutherfordton.....	380		1,000	500	500
SAMPSON COUNTY—					
South Clinton.....	350		14,800	1,750	
Herman, North Clinton.....	45	40	367	150	
Belvoir-Lockamy.....	104	25	900	300	
Bennett-Butler, Haywood-Butler.....	130	40	850	300	
Little Coharie, Autreyville.....	63		600	300	
No. 6, Mingo.....	69		425	125	
No. 5, Francis.....	27	40	400	125	
No. 3, McDaniels.....	65	25	400	200	
Garland, Lisbon.....	190		3,000	500	
No. 6, Dismal.....	100	600	1,025	125	3,875
STANLY COUNTY—					
No. 2, Center.....	315		10,000	5,000	5,000
STOKES COUNTY—					
No. 8, Peter's Creek.....	107	50	530	250	
No. 1, Meadows.....	118	300	600	150	
No. 6, Beaver Island.....	65		300	150	

REPORT OF LOAN FUND, 1913-1914

TABLE XXI. REPORT OF LOAN FUND—Continued.

	Number of Children.	Value of Old Building.	Value of New Building.	Amount of Loan.	Total County Loans.
STOKES COUNTY—Continued.					
No. 5, Yarkin.....	103	\$-----	\$ 300	\$ 150	
No. 5, Peter's Creek.....	65	-----	300	150	
No. 10, Quaker Gap.....	65	-----	300	150	
No. 8, Quaker Gap.....	65	-----	100	50	
No. 5, Beaver Island.....	138	300	1,200	600	
No. 6, Quaker Gap.....	95	-----	600	300	
No. 7, Snow Creek.....	92	-----	500	150	
No. 11, Quaker Gap.....	90	-----	750	200	\$ 2,300
SURRY COUNTY—					
No. 1, Pilot.....	250	3,000	4,000	500	500
SWAIN COUNTY—					
No. 1, Bryson City.....	65	-----	400	200	
Nantahala.....	65	-----	300	100	
No. 7, Forney's Creek.....	50	25	700	300	
Nantahala.....	78	-----	500	125	
No. 1, Nantahala.....	102	-----	2,000	200	
No. 4, Forney's Creek.....	196	50	1,200	500	
No. 6, Nantahala.....	80	25	500	250	
No. 1, Charleston.....	370	-----	6,000	1,000	
No. 15, Charleston.....	75	50	600	300	2,975
TRANSYLVANIA COUNTY—					
No. 1, Boyd.....	103	10	500	100	
No. 3, Gloucester.....	56	15	498	100	
No. 3, Hogback.....	44	400	500	150	350
TYRRELL COUNTY—					
Gum Neck, Lower Road.....	93	75	1,000	500	500
VANCE COUNTY—					
No. 1, Townesville.....	118	-----	3,500	1,600	1,600
WAKE COUNTY—					
No. 2, New Light.....	183	-----	2,171	100	
No. 4, Middle Creek.....	103	-----	1,200	150	
No. 1, Barton's Creek.....	105	-----	600	300	
No. 3, Cedar Fork.....	81	-----	700	200	
No. 2, Little River.....	80	150	1,600	750	
No. 1, House Creek.....	65	-----	1,500	750	
No. 2, Wake Forest, Rolesville.....	140	-----	1,000	500	
No. 2, Cary.....	310	-----	25,000	2,500	5,250
WARREN COUNTY—					
No. 2, Fishing Creek.....	62	100	800	400	
No. 2, Little River.....	75	100	1,000	400	
Littleton.....	403	-----	1,300	400	
Juddkins.....	119	200	600	200	1,400
WASHINGTON COUNTY—					
Roper.....	489	-----	1,500	750	
No. 1, Skinnerville.....	75	-----	1,500	750	
Chapel Hill.....	80	25	1,500	750	
No. 20, Skinnerville.....	109	-----	2,200	350	
No. 25, Lee's Mill.....	200	-----	2,000	350	2,950
WAYNE COUNTY—					
Fremont.....	502	-----	1,700	1,000	
No. 6, Brogden.....	56	75	1,400	700	
No. 1, Pikeville.....	126	-----	4,000	2,000	3,700
WILKES COUNTY—					
No. 4, New Castle.....	81	-----	500	50	
No. 13, Edwards.....	70	100	500	250	
No. 1, Mulberry.....	60	75	600	300	

TABLE XXI. REPORT OF LOAN FUND—Continued.

	Number of Children.	Value of Old Building.	Value of New Building.	Amount of Loan.	Total County Loans.
WILKES COUNTY—Continued.					
No. 3, Rock Creek.....	82	\$ 50	\$ 500	\$ 250	
No. 1, Black Creek.....	80	50	400	200	
Reddies River.....	140	150	2,000	800	
North Wilkesboro.....	536	2,000	22,000	2,500	
North Wilkesboro.....	536	2,000	22,000	2,500	
No. 5, Wilkesboro.....	270		12,000	1,750	
No. 2, Antioch.....	68		400	100	
No. 3, North Wilkesboro.....	65		200	100	\$ 8,800
WILSON COUNTY—					
No. 3, Old Fields.....	65		1,600	800	800
YADKIN COUNTY—					
No. 2, Deep Creek.....	65	100	258	58	
Taylor, Liberty.....	74		425	212	270
YANCEY COUNTY—					
No. 2, Crabtree.....	222	100	1,300	500	
No. 1, South Toe.....	65		200	100	
No. 4, South Toe.....	65		600	300	
No. 5, Ramsaytown.....	42		400	200	1,100

TABLE XXII. LOCAL-TAX DISTRICTS, 1912-1914.

The following list shows, by counties, the number of local-tax districts in each county, to June 30, 1914.

Total number of districts reported during this biennial period.....	190
Total number districts to June 30, 1912.....	1,439
Total number districts to June 30, 1914.....	1,629

Counties.	Number Local Tax Districts.
Alamance.....	26
Alexander.....	3
Alleghany.....	2
Anson.....	22
Ashe.....	4
Avery.....	6
Beaufort.....	23
Bertie.....	12
Bladen.....	18
Brunswick.....	9
Buncombe.....	41
Burke.....	4
Cabarrus.....	8
Caldwell.....	7
Camden.....	1
Carteret.....	5
Caswell.....	5
Catawba.....	33
Chatham.....	17
Cherokee.....	8
Chowan.....	7
Clay.....	5
Cleveland.....	16
Columbus.....	44
Craven.....	18
Cumberland.....	16
Currituck.....	29
Dare.....	19
Davidson.....	15
Davie.....	3
Duplin.....	17
Durham.....	11
Edgecombe.....	16
Forsyth.....	7
Franklin.....	14
Gaston.....	14
Gates.....	10
Graham.....	2
Granville.....	22
Greene.....	3
Guilford.....	59
Halifax.....	6
Harnett.....	18
Haywood.....	10
Henderson.....	22
Hertford.....	4
Hoke.....	12

TABLE XXII. LOCAL TAX DISTRICTS.—*Continued.*

Counties.	Number Local Tax Districts.
Hyde.....	9
Iredell.....	29
Jackson.....	23
Johnston.....	43
Jones.....	5
Lee.....	20
Lenoir.....	14
Lincoln.....	13
Macon.....	21
Madison.....	13
Martin.....	10
McDowell.....	30
Mecklenburg.....	36
Mitchell.....	11
Montgomery.....	3
Moore.....	34
Nash.....	28
New Hanover.....	28
Northampton.....	17
Onslow.....	16
Orange.....	7
Pamlico.....	14
Pasquotank.....	2
Pender.....	22
Perquimans.....	2
Person.....	2
Pitt.....	13
Polk.....	3
Randolph.....	39
Richmond.....	23
Robeson.....	60
Rockingham.....	17
Rowan.....	12
Rutherford.....	22
Sampson.....	30
Scotland.....	8
Stanly.....	3
Stokes.....	6
Surry.....	12
Swain.....	14
Transylvania.....	20
Tyrrell.....	2
Union.....	61
Vance.....	16
Wake.....	37
Warren.....	13
Washington.....	7
Watauga.....	2
Wayne.....	17
Wilkes.....	45
Wilson.....	11
Yadkin.....	4
Yancey.....	7
Total.....	1,629

PART III.

REPORT OF STATE INSPECTOR OF PUBLIC HIGH SCHOOLS, 1912-'13.

REPORT OF STATE INSPECTOR OF PUBLIC HIGH SCHOOLS, 1913-'14.

REPORT OF SUPERVISOR OF TEACHER-TRAINING.

REPORT OF STATE AGENT RURAL SCHOOLS.

REPORT OF STATE AGENT RURAL SCHOOLS.

REPORT OF COLORED NORMAL SCHOOLS, 1912-'13, AND 1913-'14.

REPORT OF PEABODY RURAL SUPERVISION FUND.

CIRCULAR LETTERS OF STATE SUPERINTENDENT.

SUGGESTED RULES AND REGULATIONS FOR THE GOVERNMENT OF
PUBLIC SCHOOLS.



THE HOUSE—ASHEVILLE SCHOOL.



SENIOR HOUSE—ASHEVILLE SCHOOL, ASHEVILLE.

This is one of the best equipped preparatory schools in the Southern states.

SIXTH ANNUAL REPORT

OF THE

State Inspector of Public High Schools

OF

NORTH CAROLINA

FOR THE

SCHOLASTIC YEAR ENDING JUNE 30, 1913

BY

N. W. WALKER

PROFESSOR OF SECONDARY EDUCATION IN THE UNIVERSITY OF NORTH CAROLINA
AND STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

LETTER OF TRANSMITTAL

CHAPEL HILL, N. C., December 20, 1913.

HONORABLE J. Y. JOYNER,

*State Superintendent of Public Instruction,
Raleigh, N. C.*

DEAR SIR:—I have the honor to submit herewith my sixth Annual Report of the Public High Schools, established under an act of the Legislature of 1907, for the scholastic year ending June 30, 1913.

Very truly yours,

N. W. WALKER,
State Inspector of Public High Schools.

REPORT OF THE STATE INSPECTOR OF PUBLIC HIGH SCHOOLS, 1912-1913.

SUMMARY OF THE YEAR'S PROGRESS.*

Number, Classification, and Distribution of Schools.—During the scholastic year covered by this report, 1912-1913, the number of public high schools in operation increased over the preceding year from 200 to 211. One school was discontinued, and twelve new schools were established, making a net gain of eleven in the number in operation. The number of schools reporting four-year courses increased from 29 to 42; the number reporting three-year courses decreased from 82 to 68; and the number reporting two-year courses increased from 89 to 101. There are now only seven counties in which no public high schools are in operation, namely, Chowan, Dare, Graham, New Hanover, Pasquotank, Perquimans, and Watauga.

Enrollment and Attendance.—The enrollment this year increased from 7,391 to 7,946, and the average daily attendance from 5,426 to 5,925. The increase in enrollment over the preceding year was 555, or 7.5 per cent, and the increase in daily attendance was 499, or 9.2 per cent. The number of students enrolled from outside the local districts increased from 1,994 to 2,305; the number of boarding students enrolled increased from 1,486 to 1,601; and the number of teachers enrolled decreased from 339 to 319.

Teaching Force.—The number of teachers employed increased from 342 to 375, and, as has been the case for the past several years, there was urgent need for more assistant teachers in many of the more prosperous schools. In too many cases inadequate funds made it impossible to meet this need.

Receipts and Expenditures.—The total receipts this year increased from \$189,287.88 to \$211,012.47, and the total expenditures increased from \$176,763.48 to \$196,545.65, making a net increase of \$21,724.59 in receipts and \$19,782.17 in expenditures.

The average salary paid the high school principal was increased from \$742.92 to \$758.49. There were 30 principals who received \$1,000 or more. The number who received less than \$500 was reduced from 18 to 15. These figures do not include the salaries of seven principals of graded schools that received pupils on a tuition basis. The total expenditures for principals' salaries increased from \$144,766.38 to \$154,732.55. The amount expended for the salaries of assistant teachers was increased from \$26,814.43 to \$35,103.96.

The average amount expended per student enrolled was \$24.72; the average cost per student in daily attendance was \$33.17.

Length of Term.—The average length of term per school was 30.33 weeks as against 31 weeks for the preceding year. Or taking the teacher as the unit, and not the school, the average length of term was 31.18 weeks. There were 20 schools having a term of 36 weeks, and 19 having a term of less than 28 weeks, the minimum term allowed under the law.

*This report pertains only to the Rural Public High Schools. The City Public High Schools are operated under special charters, as are the lower grades of the city schools, and are therefore independent of the operations of the Public High School law and so are not under State supervision.

Improvement in Equipment and Environment.—About thirty new high school buildings have been erected during the year, and continued improvement has been made in the general surroundings of many of the schools. Several schools have secured dormitories, and many have made advancement in other directions. The extracts from the principals' reports appended below tell in a direct, concise way something of the progress that has been made in the directions mentioned above, and they also show the schools and the communities in which such activity has been taking place.

Better Internal Organization.—As heretofore a persistent effort has been made to get the schools better organized internally, and some progress has been made in this direction. Much has been accomplished toward this end through the high school literature, and especially through the conferences with the principals.

SUMMARY OF RECOMMENDATIONS.

1. Make the county the unit of organization and support.
2. Place all the high schools of the county under the management of a County High School Board, to be composed of the County Board of Education, the County Superintendent of Public Instruction, and one local member for each high school in the county.
3. Establish a different classification for high schools, based on efficiency, providing for one central high school at least in each county, and one or more two-year high schools where needed.
4. There should be provision made for teacher-training courses and for adequate instruction in the vocational subjects in the central high school, instruction along both these lines to be encouraged by increased appropriation from the State.
5. Discourage the teaching of high school branches in the two-teacher public school, and require the teachers of high school branches in all public schools to be licensed, to organize their work on a systematic basis, and to follow systematic courses of instruction.
6. The basis of apportionment should be somewhat modified by increasing the maximum allowed to any one school, and by making the regulations a little more definite. All apportionments beyond the minimum should be based upon the average attendance for the preceding year and upon the number of teachers employed and the salaries paid.
7. The annual State appropriation for public high schools should be increased from \$75,000 to \$125,000, at least \$25,000 of which should go for the specific purpose of stimulating and encouraging teacher-training and instruction in the vocational subjects in a number of the stronger schools, leaving \$100,000 to be apportioned as under the present law amended in accordance with the foregoing recommendations.

NEW SCHOOLS ESTABLISHED AND SCHOOLS DISCONTINUED OR MOVED.

New Schools Established for the Year 1912-'13:

Alleghany	Sparta.
Avery	Elk Park.
Avery	Montezuma.
Bertie	Lewiston.
Clay	Elf.
Cleveland	Grover.
Dare	Manteo.
Gates	Gatesville.
Hoke	Racford.
Jackson	Sylva.
Swain	Almond.
	(Moved from Whittier)
Vance	Townesville.

School Discontinued at Close of Year 1912-'13:

Avery	Montezuma.
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New Schools Established for Year 1913-'14:

Davidson	Denton.
Henderson	Mills River.
Pamlico	Alliance.

MISCELLANEOUS.

Boarding Students:

Number of boarding students enrolled.....	1,601
Boys	752
Girls	849

Outside Students:

Number of students enrolled from outside local district.....	2,305
Boys	1,250
Girls	1,055

Teachers Enrolled:

Number of teachers enrolled.....	319
Male	123
Female	196

Pupils and teachers in Elementary Schools:

Pupils enrolled in elementary school operated in connection with public high schools	*30,445
Number of teachers in elementary schools operated in connection with public high schools	636

*Several of the High School principals did not furnish any information as to the number of pupils enrolled in the elementary school.

Cost Per High School Student:

Average cost per pupil enrolled.....	\$24.72
Average cost per pupil in daily attendance.....	33.17

Principals' Salaries:

Number of principals receiving \$1,000 or more.....	*30
Number of principals receiving \$900 or more, but less than \$1,000..	26
Number of principals receiving \$800 or more, but less than \$900..	39
Number of principals receiving \$700 or more, but less than \$800..	36
Number of principals receiving \$600 or more, but less than \$700..	29
Number of principals receiving \$500 or more, but less than \$600..	29
Number of principals receiving less than \$500.....	15
Average salary paid principals (not counting seven schools receiving students on a tuition basis).....	\$758.49

RURAL PUBLIC HIGH SCHOOLS—SUMMARY OF TABLE I.**Schools:**

Number of schools established.....	211
Schools reporting four-year courses.....	†42
Schools reporting three-year courses.....	68
Schools reporting two-year courses.....	101

Teachers:

Total number of high school teachers.....	375
Number giving full time to high school instruction.....	281
Number giving part time to high school instruction.....	94
Number of male teachers	234
Number of female teachers	141
Number of male principals	203
Number of female principals	8

Enrollment:

Total number of students enrolled.....	7,946
Boys enrolled	3,871
Girls enrolled	4,075
Number of fourth-year students enrolled.....	397
Number of third-year students enrolled.....	1,117
Number of second-year students enrolled.....	2,339
Number of first-year students enrolled	4,093
Number of students in four-year high schools.....	2,504
Number of students in three-year high schools.....	2,585
Number of students in two-year high schools.....	2,857

Attendance:

Total average daily attendance.....	5,925
Average daily attendance, boys.....	2,732
Average daily attendance, girls.....	3,189

*Salary of principal or responsible head of seven schools not reported, namely: Tarboro, Franklinton, Louisburg, Enfield, Hendersonville, Marion, and Laurinburg.

†There were twelve other schools, rated as three-year schools, that reported fourth-year students.

RURAL PUBLIC HIGH SCHOOLS—SUMMARY OF TABLE II.

(Number of students pursuing the different branches.)

English:

Grammar	4,285
Composition and rhetoric	4,995
Literature	5,548

Mathematics:

Advanced arithmetic	4,651
Algebra	5,815
Geometry	1,234

History:

English history	3,009
General history	3,315
American history	960
History of North Carolina	109

Foreign Languages:

Latin	5,891
Greek	13
French	453
German	283

Science:

Physical geography	2,256
Physics	730
Introduction to science	919
Agriculture	852
Botany	189
Physiology	214
Chemistry	99

Miscellaneous:

Commercial geography	142
Drawing	122
Music	144
Business methods	26
Civics	372
Spelling	2,153
Domestic science	85
Education	11

RURAL PUBLIC HIGH SCHOOLS—SUMMARY OF TABLE III.

Receipts:

From local taxation	\$ 73,102.31
From private donations	6,117.26
From county apportionments	45,770.32
From State appropriation	73,000.00
Balance on hand from last year.....	11,265.99
Overdrafts paid from local funds.....	1,756.59
Total receipts	—————\$211,012.47

Disbursements:

For principals' salaries	\$154,732.55
For salaries of assistant teachers.....	35,103.96
For fuel, janitors, and incidentals.....	6,709.14
Total expenditures	—————196,545.65
Balance on hand	\$ 14,466.82

CITY PUBLIC HIGH SCHOOLS—SUMMARY OF TABLE IV.

Schools:

Number of schools reporting.....	69
Schools reporting four-year courses	40
Schools reporting three-year courses	25
Schools reporting two-year courses	4

Teachers:

Total number of high school teachers.....	313
Number giving full time to high school instruction.....	247
Number giving part time to high school instruction.....	66
Number of male teachers	113
Number of female teachers	200
Number of male principals	58
Number of female principals	11

Enrollment and Attendance:

Total number of students enrolled.....	7,359
Boys enrolled	3,086
Girls enrolled	4,273
Fourth-year students enrolled	805
Third-year students enrolled	1,378
Second-year students enrolled	2,159
First-year students enrolled	3,017
Total average daily attendance.....	6,093

CITY PUBLIC HIGH SCHOOLS—SUMMARY OF TABLE V.

(Number of students pursuing the different branches.)

English:

Grammar	3,257
Composition and rhetoric	3,805
Literature	4,659

Mathematics:

Advanced arithmetic	3,159
Algebra	5,100
Geometry	1,703
Trigonometry	22

History:

English history	1,735
General history	2,978
American history	1,211

Foreign Languages:

Latin	5,641
French	713
German	692

Science:

Physical geography	1,873
Physics	751
Introduction to science	244
Agriculture	231
Botany	481
Chemistry	198
Physiology	409
Zoology	18
Biology	111

Miscellaneous:

Commercial geography	157
Drawing	232
Business courses	333
Domestic science	718
Manual training	230
Spelling	642
Civics	531
Word analysis	10
Synonyms	18
Reading	18
Mental arithmetic	37
Penmanship	30

Miscellaneous—Continued:

Sight singing	57
Sanitation	49
Hygiene	49
Geology	28
Music	35
Expression	20

GENERAL SUMMARY OF TABLES I AND IV.

Schools:	Rural.	City.	Total.
Number of schools	211	69	280
Schools reporting four-year courses	42	40	82
Schools reporting three-year courses	68	25	93
Schools reporting two-year courses	101	4	105
Teachers:			
Total number of high school teachers.....	375	313	688
Number giving full time to high school instruction	281	247	528
Number giving part time to high school instruction	94	66	160
Number of male teachers	234	113	347
Number of female teachers	141	200	341
Number of male principals	203	58	261
Number of female principals	8	11	19
Enrollment:			
Total number of students enrolled.....	7,946	7,359	15,305
Boys enrolled	3,871	3,086	6,957
Girls enrolled	4,075	4,273	8,348
Fourth-year students enrolled	397	805	1,202
Third-year students enrolled	1,117	1,378	2,495
Second-year students enrolled	2,339	2,159	4,498
First-year students enrolled	4,093	3,017	7,110
Attendance:			
Total average daily attendance	5,925	6,093	12,018
Boys in daily attendance.....	2,732	.....	.....
Girls in daily attendance.....	3,189	.....	.....

GENERAL SUMMARY OF TABLES II AND V.

(Number of students pursuing the different branches in both Rural and City Public High Schools.)

English:	Rural.	City.	Total.
Grammar	4,285	3,257	7,542
Composition and rhetoric	4,995	3,805	8,800
Literature	5,548	4,659	10,207
Mathematics:			
Advanced arithmetic	4,651	3,159	7,810
Algebra	5,815	5,400	11,215
Geometry	1,234	1,703	2,937
History:			
English history	3,009	1,735	4,744
General history	3,315	2,978	6,293
American history	960	1,211	2,171
North Carolina history	109	.....	109
Foreign Languages:			
Latin	5,891	5,641	11,532
Greek	13	.....	13
French	453	713	1,166
German	283	692	975
Science:			
Physical geography	2,256	1,873	4,129
Physics	730	751	1,481
Introduction to science.....	919	244	1,163
Agriculture	852	231	1,083
Botany	189	481	670
Chemistry	99	198	297
Physiology	214	409	623
Biology .....	....	111	111
Miscellaneous:			
Commercial geography	142	157	299
Drawing	122	232	354
Music	144	333	477
Business methods	26	.....	26
Civics	372	531	903
Spelling	2,153	612	2,765
Domestic science	85	718	803
Education	11	.....	11
Manual training .....	....	230	230

TABLE 1.—RURAL PUBLIC HIGH SCHOOLS.—Showing Schools, Principals, Length of Term, Years in Course, Enrollment, Attendance, and Teachers and Pupils in Elementary Schools.

County.	Public High School 1912-13.	Post-office.	Principal.	Length of Term in Weeks	High School Teachers.			Enrollment.			Average Daily Attendance.			Elementary School in Connection With Public High School.	
					Number of Years in Course	Whole Time.	Part Time.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Teachers.	Pupils.
Alamance.	Friendship.....	Burlington, R. I.....	M. C. Terrell.....	28	3	1	1	9	8	17	8	7	15	2	55
	Hawfields.....	Mebane, R. F. D.....	J. H. Johnston.....	23	3	1	1	13	15	28	12	14	26	2	50
	Sylvan.....	Liberty, R. F. D.....	Blake E. Isley.....	34	2	1	---	12	5	17	9	4	13	3	94
	Stony Point.....	Stony Point.....	J. L. Teague.....	33	4	2	---	31	26	57	13	16	29	3	163
	Taylorsville.....	Taylorsville.....	B. O. Thompson.....	24	4	2	---	36	31	67	22	15	37	3	220
Alleghany.	Sparta.....	Sparta.....	C. W. Higgins.....	20	2	1	---	26	25	51	20	19	39	3	104
	Turkey Knob.....	Mouth of Wilson, Va., R. F. D.....	J. A. Fogleman.....	28	2	1	---	10	11	21	6	8	14	3	130
	Lilesville.....	Lilesville.....	J. A. McArthur.....	28	2	1	1	18	13	31	12	9	21	3	137
	Morven.....	Morven.....	Frank W. Kurfrees.....	32	4	2	---	22	22	44	16	21	37	4	172
	Polkton.....	Polkton.....	E. P. Mendenhall.....	32	2	1	---	11	15	26	8	12	20	2	120
Ashe.	Helton.....	Sturgills.....	W. E. Eller.....	36	2	1	---	14	15	29	7	7	14	2	131
	Elk Park.....	Elk Park.....	Frank A. Edmondson ¶.....	32	2	1	---	14	14	28	8	10	18	2	122
	Montezuma.....	Montezuma.....	W. M. Francum.....	20	2	1	---	14	7	21	9	5	14	2	87
	Aurora.....	Aurora.....	C. W. E. Pittman.....	32	2	1	---	4	10	14	3	6	9	2	69
	Pantego.....	Pantego.....	A. W. Davenport.....	36	4	2	1	14	23	37	9	21	30	4	102
Beaufort.	Aulander.....	Aulander.....	J. B. Thorn.....	32	3	1	1	32	19	51	26	15	41	5	123
	Lewiston.....	Lewiston.....	W. T. Brothers.....	30	2	1	---	8	13	21	6	11	17	2	112
	Mars Hill.....	Colerain, R. F. D.....	Miss Clara M. Pigg.....	28	2	1	---	14	16	30	10	11	21	3	127
	Abbottsburg.....	Abbottsburg.....	F. E. Howard.....	28	2	1	---	10	12	22	5	7	12	3	106
	Bladenboro.....	Bladenboro.....	J. A. Bates.....	28	2	1	---	10	16	26	10	11	21	3	150
Brunswick.	White Oak.....	White Oak.....	W. W. Woodhouse.....	32	2	1	---	16	26	42	9	19	28	2	110
	Southport.....	Southport.....	H. H. McKeown.....	32	3	1	1	7	22	29	5	16	21	3	102
	Barnardsville.....	Barnardsville.....	F. A. Penland.....	32	2	1	---	25	22	47	12	17	29	2	170
	Fairview.....	Fairview.....	W. S. Coulter.....	32	2	1	---	12	25	37	10	20	30	3	139

TABLE I—Continued.

County.	Public High School 1912-13.	Post-office.	Principal.	Length of Term in Weeks.	Number of Years in Course.	High School Teachers.		Enrollment.		Average Daily Attendance.		Elementary School in Connection With Public High School.			
						Whole Time.	Part Time.	Boys.	Girls.	Total.	Boys.		Girls.	Total.	
Edgecombe.	Battleboro.	Battleboro.	L. L. Hargrave.	36	3	1	1	20	13	33	11	10	21	2	102
	Macedesfield.	Macedesfield.	J. C. Lockhart.	32	2	1	1	10	10	20	8	8	16	2	110
	Tarboro.	Tarboro.	R. M. Davis.	36	4	3	1	41	56	97	35	52	87	11	490
Forsyth.	Bethania.	Bethania.	W. C. Guess.	28	3	1	1	21	17	38	15	5	23	1	244
	Kernersville.	Kernersville.	T. Hendrix.	30	3	1	1	27	31	58	19	26	45	4	188
	Lewisville.	Lewisville.	Wm. H. Welch.	28	2	1	1	8	10	18	6	7	13	2	118
Franklin.	Walkertown.	Walkertown.	D. M. Stallings.	27	4	2	1	26	44	70	16	26	42	3	140
	Bunn.	Bunn.	E. McK. Highsmith.	32	3	1	1	30	12	42	16	9	25	3	103
	Franklinton.	Franklinton.	J. A. McLean.	32	2	1	1	13	21	34	10	15	25	4	179
Gaston.	Louisburg.	Louisburg.	W. R. Mills.	34	3	1	1	29	17	46	25	15	40	5	264
	Belmont.	Belmont.	H. A. Query.	32	3	1	1	20	19	39	9	23	32	6	259
	Cherryville.	Cherryville.	H. S. Mosby.	32	3	2	1	27	26	53	20	22	42	7	437
Gates.	Dallas.	Dallas.	M. S. Beam.	32	4	2	1	25	31	56	20	27	47	4	242
	Stanley.	Stanley.	R. H. Cline.	32	3	1	1	9	12	21	7	9	16	2	135
	Gatesville.	Gatesville.	E. A. Thompson.	28	2	1	1	12	10	22	9	8	17	2	112
Granville.	Reynoldson.	Reynoldson.	Mrs. T. W. Costen.	32	2	1	1	17	7	24	11	6	17	2	125
	Sunbury.	Sunbury.	H. L. Seay.	32	2	1	1	11	6	17	8	5	13	2	105
	Creedmoor.	Creedmoor.	S. C. Gettys.	32	4	2	2	27	25	52	14	16	30	3	125
Greene.	Knap of Reeds.	Knap of Reeds.	R. P. Crumpler.	28	2	1	1	18	11	29	8	10	18	2	64
	Stem.	Stem.	J. B. Vernon.	28	3	1	1	29	24	53	20	17	37	2	103
	Hookerton.	Hookerton.	Miss Winnie Harper.	32	3	1	1	8	9	17	4	9	13	1	63
Guilford.	Snow Hill.	Snow Hill.	L. M. Epps.	32	2	1	1	4	10	14	3	7	10	2	72
	Jamestown.	Jamestown.	E. J. Coltrane.	32	4	4	4	39	36	75	33	34	67	5	222
	Monticello.	Brown Summit.	S. T. Liles.	28	4	3	1	29	16	45	20	13	33	2	65
Gaston.	Pleasant Garden.	Pleasant Garden.	F. L. Foust.	32	4	4	4	43	51	94	36	44	80	4	130
	Summerfield.	Summerfield.	J. Wilson Carrell.	32	2	1	1	17	17	34	11	11	22	4	150

PUBLIC HIGH SCHOOLS, 1912-1913

TABLE I—Continued.

County.	Public High School 1912-'13.	Post-office.	Principal.	Length of Term in Weeks.	Number in Course.	High School Teachers.		Enrollment.		Average Daily Attendance.		Elementary School in Connection With Public High School.				
						Whole Time.	Part Time.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Teachers.	Pupils.	
Montgomery	Biscoe.....	Biscoe.....	Hoy Taylor.....	36	4	2		25	38	63	19	33	52	3	207	
	Troy.....	Troy.....	Robert E. Ranson.....	33	2	1		13	19	32	8	15	23	4	148	
	Carthage.....	Carthage.....	C. G. Credle.....	36	4	3		35	46	81	26	35	61	3	157	
Moore	Southern Pines.....	Southern Pines.....	W. F. Allen.....	36	3	1		1	10	17	27	7	11	18	2	69
	Castalia.....	Castalia.....	A. R. Williams.....	32	3	1		2	7	15	22	5	9	14	1	134
	Mt. Pleasant.....	Bailey.....	R. M. Patterson.....	33	2	1		1	13	11	24	10	7	17	3	243
Nash	Red Oak.....	Rocky Mt., R. F. D.....	H. A. Nanny.....	32	2	1		17	20	37	9	11	20	3	149	
	Whitakers.....	Whitakers.....	E. R. Settle.....	32	3	2		13	20	33	7	13	20	3	121	
	Rich Square.....	Rich Square.....	D. B. Bryan.....	32	4	2		28	34	62	25	30	55	5	137	
Northampton	Seaboard.....	Seaboard.....	J. R. Ware.....	32	4	2		17	18	35	13	15	28	3	98	
	Seyern.....	Seyern.....	H. J. Massey.....	32	2	1		1	8	10	18	5	9	14	2	55
	Jacksonville.....	Jacksonville.....	E. J. Wellons.....	32	2	1		1	12	17	29	11	16	27	3	139
Onslow	Richlands.....	Richlands.....	John W. Hall.....	32	3	1		1	20	31	51	16	27	43	4	284
	Chapel Hill.....	Chapel Hill.....	H. B. Marrow.....	35	4	2		3	19	29	48	14	22	36	4	142
	Hillsboro.....	Hillsboro.....	W. W. Rogers.....	32	3	1		1	19	22	41	13	17	30	3	149
Pamlico	Oriental.....	Oriental.....	J. G. Dawson.....	32	3	1		1	7	16	23	5	9	14	3	110
	Atkinson.....	Atkinson.....	T. S. Teague.....	28	2	1		15	17	32	13	15	28	4	135	
	Burgaw.....	Burgaw.....	C. O. Fisher.....	32	4	2		34	21	55	27	20	47	4	167	
Person	Bethel Hill.....	Bethel Hill.....	Mrs. J. A. Beam.....	28	2	1		10	12	22	7	10	17	2	52	
	Bushy Fork.....	Roxboro, R. 1.....	Miss Jessie G. Smoak.....	28	2	1		14	7	21	9	5	14	2	49	
	Bethel.....	Bethel.....	H. O. Craven.....	32	4	2		1	23	22	45	16	17	33	4	170
Pitt	Farmville.....	Farmville.....	H. H. McLearn.....	32	4	3		19	18	37	13	15	28	7	233	
	Columbus.....	Columbus.....	E. W. S. Cobb.....	32	4	2		35	23	58	28	18	46	2	36	
	Farmer.....	Farmer.....	H. W. Smith.....	32	3	1		1	24	22	46	16	18	34	2	96
Polk	Liberty.....	Liberty.....	B. M. Rogers.....	27	3	1		1	17	21	38	15	20	35	2	167
	Trinity.....	Trinity.....	T. J. Covington.....	30	3	1		1	26	32	58	23	26	49	2	127

Richmond	Hoffman	Hoffman	James Hutchins.	36	2	1	3	15	20	4	14	18	2	77
	Roberdel	Roberdel	Leslie W. Pearson	36	4	2	16	20	36	10	13	23	3	140
Robeson	Lumber Bridge	Lumber Bridge	J. C. Jones	32	3	1	1	10	20	30	9	15	24	3
	Orrum	Orrum	M. Shepherd	32	2	1	30	14	44	17	9	26	3	124
	Philadelphia	Red Springs, R. F. D.	C. E. Teague	32	3	2	19	13	32	10	10	22	2	87
	Rowland	Rowland	W. A. Dees	36	4	2	1	23	38	61	16	32	48	3
Rockingham	Madison	Madison	James Truitt	28	2	1	12	18	30	8	13	21	4	175
	Rufin	Rufin	O. V. Hicks	28	3	1	1	17	22	39	11	18	29	2
	Stoneville	Stoneville	Eugene Trivette	30	2	1	15	27	42	12	25	37	3	120
Rowan	China Grove	China Grove	R. D. Jenkins	32	3	2	18	19	37	12	15	27	44	1177
	Mt. Ulla	Mt. Ulla	N. N. Fleming, Jr.	32	3	1	1	13	14	27	9	11	20	2
	Woodleaf	Woodleaf	C. O. Wolf	28	2	1	14	12	26	9	7	16	2	176
Rutherford	Forest City	Forest City	T. L. Revelle	32	2	1	16	18	34	12	15	27	5	290
	Rutherfordton	Rutherfordton	W. T. R. Bell	32	3	2	16	29	45	15	26	41	4	170
	Clinton	Clinton	G. B. Strickland	24	4	3	33	52	85	28	47	75	7	258
Sampson	Garland	Garland	L. C. Kerr	28	2	1	7	10	17	7	9	16	2	124
	Newton Grove	Newton Grove	O. L. Parker	24	2	1	17	11	28	10	10	20	2	131
Scotland	Laurinburg	Laurinburg	B. P. Caldwell	36	4	3	1	36	45	81	34	42	76	8
	Mason's Cross	Laurinburg, R. F. D.	L. M. Peele	32	2	1	1	15	6	21	9	5	14	3
	Spring Hill	Wagram	L. B. Olive	32	2	1	13	9	22	10	7	17	2	42
Stanly	New London	New London	A. V. Cole	20	2	1	6	4	10	5	3	8	2	111
Stokes	King	King	Chas. E. Hiatt	20	2	1	29	18	47	15	12	27	3	169
	Pinnacle	Pinnacle	Carl H. Ragland	24	2	1	24	20	44	17	13	30	2	94
	Walnut Cove	Walnut Cove	H. F. Pardue	28	3	1	1	34	24	53	23	16	39	2
Surry	Dobson	Dobson	W. W. Stedman	28	2	1	14	9	23	9	6	15	2	125
	Pilot Mountain	Pilot Mountain	E. S. Hendren	32	3	1	1	30	15	45	18	10	28	2
	Rockford	Rockford	T. M. Price	36	2	1	1	3	9	12	2	9	11	2
Swain	Almond	Almond	Harry F. Latslaw	25	2	1	4	10	14	3	7	10	2	76
	Bryson City	Bryson City	T. F. Shipman	32	3	1	1	27	19	46	20	15	35	4
Transylvania	Penrose	Penrose	J. R. Sloan	28	2	1	12	6	18	8	4	12	2	76
	Rosman	Rosman	C. B. Wolz	28	2	1	4	10	14	3	9	12	3	137
Tyrrell	Columbia	Columbia	D. R. Melver	28	2	1	14	14	28	9	9	18	3	106
	Scuppernon	Columbia, R. F. D.	John W. Bennett	36	2	1	12	6	18	8	5	13	2	66
Union	Marshville	Marshville	J. E. Crutchfield	32	3	1	1	18	24	42	11	22	33	5
	Unionville	Unionville	Horace Stewart	32	3	1	1	17	28	45	8	18	26	1
	Wesley Chapel	Monroe, R. 5	J. T. Yeargin	32	3	1	1	25	15	49	15	10	25	1
Vance	Bona Vista	Bona Vista	W. P. Moore	24	2	1	15	10	25	10	7	17	2	479
	Kittrell	Kittrell	C. E. Pennington	28	2	1	11	8	19	8	7	15	2	71
	Townesville	Townesville	A. J. Harris, Jr.	28	2	1	3	10	13	6	17	23	2	59

PUBLIC HIGH SCHOOLS, 1912-1913

TABLE I—Continued.

County.	Public High School 1912-13.	Post-office.	Principal.	Length of Term in Weeks.	Number of Years in Course.	High School Teachers.			Enrollment.			Average Daily Attendance.		Elementary School in Connection With Public High School.	
						Whole Time.	Part Time.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Pupils.
Wake.	Bay Leaf.....	Neuse, R. 1.....	L. J. Bullard.....	32	2	1		13	11	24	12	8	20	2	76
	Cary.....	Cary.....	M. B. Dry.....	32	4	3		62	76	138	51	64	115	5	193
	Holly Springs.....	Holly Springs.....	Martin L. Wright.....	32	3	2		24	21	45	21	18	39	3	114
	Wakelon.....	Zebulon.....	E. H. Moses.....	36	4	2	1	43	45	88	32	41	73	7	387
Warren.	Macon.....	Macon.....	Herbert Scholz.....	32	2	1		15	16	31	10	14	24	3	100
	Wise.....	Wise.....	E. P. Dixon.....	32	3	1	1	14	14	28	10	10	20	2	114
Washington.	Creswell.....	Creswell.....	H. C. Griffin.....	36	3	1	1	13	13	26	11	11	22	2	70
	Roper.....	Roper.....	W. H. Jones.....	32	3	1	1	12	10	22	6	8	14	4	129
Wayne.	Falling Creek.....	Goldsboro, R. 4.....	G. W. Rhodes.....	32	3	1	1	14	14	28	11	12	23	2	154
	Pikeville.....	Pikeville.....	J. H. Allen.....	32	3	1	1	16	10	26	8	6	14	3	105
	Seven Springs.....	Seven Springs.....	G. A. Wright.....	28	2	1		12	8	20	8	6	14	3	124
Wilkes.	Ronda.....	Ronda.....	M. F. Bumgarner.....	28	2	1		7	9	16	4	7	11	2	97
	Wilkesboro.....	Wilkesboro.....	R. W. Bobbitt.....	28	4	2	1	30	39	69	22	28	50	3	161
Wilson.	Lucama.....	Lucama.....	E. L. Green.....	32	4	1	1	20	10	30	17	8	25	4	193
	Rock Ridge.....	Taylor.....	S. E. Eure.....	32	2	1		25	7	32	15	3	18	3	99
Yadkin.	Boonville.....	Boonville.....	W. R. Hill.....	33	3	1	1	27	21	48	11	14	25	2	130
	Courtney.....	Courtney.....	Paul H. Nance.....	32	2	1		13	14	27	8	9	17	2	95
Yancey.	Bald Creek.....	Bald Creek.....	John F. Edwards.....	32	3	1	1	28	20	48	20	12	32	2	127

*No report; statistics for 1911-'12.

†This item omitted from report; number given is that reported for 1911-'12.

‡Estimated.

§Succeeded in mid-term by J. E. Pearson.

		40	8	32	40	14	40	14	18	14	8	30	20	14	12	12			
Columbus	Waco	58	35	33	33	35	47	18	22	22	8	52	20	10	12				
	Chadborn	70	51	51	36	51	51	16	8	34	28	8	16	16	34	17			
Craven	Whiteville	27	27	7	27	21	26	2	18	5	4	18	2						27 ¹ 10 ²
	Dover	9	9	9	9	9	9					9							19 ⁴
Cumberland	Vanceboro	19	9	19	19	10	19	7	19			14		19	6				
	Godwin	21	10	12	20	11	21		9	12		16			9				30 ¹
Currituck	Hope Mills	30	19	16	16	29	30	3	13	17		28		30		17			
	Stedman	28	17	11	28	17	28		17	11		11		11		27			
Davidson	Poplar Branch	33	27	6	33	31	28		27	6		28		6					
	Manteo	53	18	18	16	14	20	15	8	12		41	8			8			
Davie	Churchland	22	12	10		22	22		12	10	10	21		10					22 ¹
	Cooleenoe	30	12	18	30	30	30		12	18		26				18			17 ⁸ 48 ¹
Duplin	Farmington	55	36	21	21	33	36	4	36			21	11	14		33			22 ¹
	Teachey's	48	7	48	48	41	7		7	43	6	43		23		32			
Durham	Warsaw	32	10	32	12	10	12	10	22	10	15	15				39			
	Bahama	84	63	84	63	35	10		39	35	10	75	5	11		14			
Edgecombe	East Durham	17	8	16	17	8	4	3	13	17		7				18			
	Lowe's Grove	33	18		15	18	33	15	18	15		33	15	15		15			25 ¹
Forsyth	Battleboro	20	12	5	20	12	8		12	5		18		3	7				
	Macesfield	97	70	27	97	43	82	15	43	24	58	66		27	27	12			20 ¹ 12 ³
Franklin	Tarboro	38	15	18	18	14	35	3	15	9	17	27	4	11	13	43			13 ³ 82 ¹
	Behania	58	44	37	10	47	46	13	36	14		47		33	2	8			
Gaston	Kenersville	18	12	18	18	14			13	7		12		12		4			
	Lewisville	70	36		34	36	70	21	26	34	21	70		26	33				8 ³
Gates	Waketown	42	16	17	4	31	42		19	19	3	42		11		12			
	Bunn	34	19	34					19	30	19	34		15		19			40 ¹
Granville	Franklington	46	20	46	20	46	15		20	26	10	10	44						
	Louisburg	39	11	30	39	11	20	4	11	19	15	27		19	7				
Stem	Belmont	53	23	53	30	23	42	11	23	30	11	53		19		11			53 ¹ 53 ⁷
	Cherryville	56	33	23	21	33	24	23	12	23		32		21	18	18			56 ¹ 56 ⁷
Sunbury	Dallas	21	15		4	15	16	4	11		4	15		1		4			
	Stanley	22	20	22	20	22			20	2		22				20			
Wayne	Gatesville	24	10	24	12	24			16	8		23				9			
	Raynolds-on	17	10		5	10	11		10	7		7		10					
Wayne	Sunbury	52	13	52	52	31	45	15	11	16		26	7	16	19	13			52 ¹
	Credmoor	29	7	22		28	25		13	21		19		7		7			
Knap of Reeds		53																	

TABLE II—Continued.

County.	Public High School 1912-13.	English.		Mathematics.			History.			Foreign Languages.				Science.						Miscellaneous.												
		Grammar.	Composition and Rhetoric.	Literature.	Advanced Arithmetic.	Algebra.	Geometry.	Trigonometry.	History of England.	General History.	American History.	History of North Carolina.	Latin.	Greek.	French.	German.	Physical Geography.	Physics.	Chemistry.	Botany.	Agriculture.	Introduction to Science.	Physiology.	Business Course ¹ .	Commercial Geography ² .	Education.	Drawing ¹ .	Music ² .	Domestic Science ¹ .	Manual Training ² .	Spelling ¹ .	Civics ² .
Greene.	Hookerton.....	17	12	17	15	16	3		13	4		12				7			6	7												32
	Snow Hill.....	14	5	9	6	9		5	9		14																					
	Janestown.....	75	39	36	30	40	18		12	57	6	32				18	18				27									27		
	Monticello.....	45	17	45	20	40	11		16	24	4	12		7			16	7	4		22								13 ¹			
Guilford.	Pleasant Garden.....	94	34	34	34	86	28		52	35		57				22	43			16									32 ¹			
	Summerfield.....	34	17	34	19	16	2		16	12		29				11																
	Aurich Springs.....	28	16	28	16	17	12		18	10		16		3		12	3			10												28 ¹
	Enfield.....	43	21	43	42		42		7	32		24		12		15					18									43 ¹ 43 ²		
Harnett.	Anger.....	49	30	41	41	30	41	2	30	7		28		3		6				15	28											41 ¹ 29
	Lillington.....	18	8	8	10	18		8	10		18					10	8															18 ¹
	Clyde.....	54	27	17	35	18	5		30	8		17		3		22																54 ¹
	Rock Hill.....	30	12	12	26	4		12	29	29		7				14				20												
Henderson.	Hendersonville.....	110	44	110	40	60	40		44	42	18	82			20		44							22 ¹								
	Hertford.....	32	12	15	28	18	25	12	18	19	18		29		3		14	10			12											
	Winton.....	19	19	19	19	19	3		4	14		18				7	8															19 ¹
	Antioch.....	19	11	7	18	19	2		19			15				11																
Hoke.	Racford.....	53	31	22	53	48	48	3	28	20		20			4		15															53 ¹
	Sladesville.....	20	13	13	5	8	6		5	6		17				4																15 ¹
	Swan Quarter.....	36	18	18	30	6	6		18	18		30																				
	Harmony.....	50	28	16	6	44	40	6	28	19	3	32								3	28											32
Iredell.	Scotts.....	54	34	20	20	42	46		37	16		36				16																51 ¹
	Troutmans.....	22	7	15	22	7	21	5	7	13		18				6																

[illegible]

Rutherford	Forest City	34	13	24	34	13	11	7		34		34		21		13			
	Rutherfordton	85	22	34	21	22	41	7		24	37		12						
	Clinton	85	40	45	85		70	15		40	34		5	29	14	40			
Sampson	Garland	17	5	12		5	17	12		5	12			17					17 ¹
	Newton Grove	28	24	9	14	21	16	3		10				7		18			28 ¹
	Laurinburg	81	33	81	31	33	68	39		39	33		22	57		15			81 ¹ , 81 ⁷
Scotland	Mason's Cross	21	21	21	21	13	8			12	9		21						21 ¹
	Spring Hill	22	7	6	9	10	10	6		10					6				
	New London	10	10	5	10	10	10			6	5								10 ¹
Stanly	King	47	36	11	47	38	9			36	7	4	7			36			
	Pinnacle	44	30	16		36	20			17	20			16	26	15			
	Walnut Cove	58	26	32	58	40	51	12		54			3						44 ¹
Stokes	Dobson	23	17	17	6	17	20						17	21					
	Pilot Mountain	45	25	20	45	20	45	2			43		16	2		8			
	Rockford	12	3	9	12	12	3	2			9	8		12					
Surry	Almond	14	13	13	13	13				13									
	Bryson City	46	17	8	8	10	22	7		30	8	7		17		10			18 ¹
	Penrose	18	11	7	17	15	18			10	6			7					14 ¹
Transylvania	Rosman	14	14	14	14	14	5			12						16			
	Columbia*	28	16	28	28	16	12			16	12			12		16			
	Seppuramong	18	16	18	18	10	17	2		6	12			18					
Tyrell	Marshallville	42	29	42	42	29	13	1		13	42			37					
	Unionville	45	18	25	43	28	33	8		23	7			35					18 ³
	Wesley Chapel	40	19	13	21	19	40	17		19	10		17	8	7				
Union	Bona Vista	25	14	25	25	24	24			10	10		9			14			
	Kittrell	19	13	6	19	13	15	6		10	9			13					19 ¹
	Townsville	13	13			13	13			12						6			
Vance	Bay Leaf	24	23	23	1	24	6			14	2	2		3		13			
	Cary	138	89	121	131	101	92	10		6	110	19		6	48	18	9	45	45
	Holly Springs	45	17	17	29	19	29	10		19	20	17		10	16	10		30	14 ¹
Warren	Wakelon	83	32	85	85	14	75	17		83	10	59		24	14	5			
	Macon	31	6	23	29	12	15	3		18	6			2		3			2 ¹ , 21 ⁶
	Wise	28	14	28	28	22	12	6		14	14	28		6		5			
Washington	Creswell	26	10	16	26	23	26	4		10				10		16			
	Roper	22	12	22	22	22	22	2		12	10					12			22 ¹
	Falling Creek	28	15	28	28		13			15	13			2	11	2			
Wayne	Pikeville	26	15	17	17	14	27	4		14	13			13					
	Seven Springs	20	15	20	20	15	8	1		15		3		5		5			

TABLE II—Continued.

County.	English.				Mathematics.			History.				Foreign Languages.				Science.							Miscellaneous.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	Total Enrollment.				Grammar.	Composition and Rhetoric.	Literature.	Advanced Arithmetic.	Algebra.	Geometry.	Trigonometry.	History of England.	General History.	American History.	History of North Carolina.	Latin.	Greek.	French.	German.	Physical Geography.	Physics.	Chemistry.	Botany.	Agriculture.	Introduction to Science.	Physiology.	Business Course.	Commercial Geography.	Education.	Drawing.	Music.	Domestic Science.	Manual Training.	Spelling.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
Wilkes.....	16	16	16	14	13	7	7	.....	.....	.....	.....	6	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	10	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	16 ¹																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Wilkesboro.....	69	24	69	69	24	69	11	.....	.....	.....	.....	.....	34	35	.....	50	.....	.....	11	43	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30 ¹																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
Wilson.....	30	11	19	8	10	29	12	.....	.....	.....	.....	16	.....	16	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	21 ²																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
Rock Ridge.....	32	22	18	15	24	25	2	.....	.....	.....	.....	24	6	.....	.....	32	.....	.....	.....	16	.....	.....	.....	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
Yadkin.....	48	26	11	7	14	33	4	.....	.....	.....	.....	6	24	10	.....	32	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
Boonville.....	48	26	11	7	14	33	4	.....	.....	.....	.....	6	24	10	.....	32	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
Courtney.....	27	2	25	27	27	26						15				23																					27 ¹																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Yancey.....	48	34	48	7	37	35	9					16	4			37																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	

¹See headings of columns under Miscellaneous.²See headings of columns under Miscellaneous.³History of English Literature.⁴Synonyms.

*No report for 1912-'13; figures given are for 1911-'12.

⁵Geology.⁶Sanitation and Hygiene.⁷Writing.⁸Industrial Reader.⁹Public Speaking.¹⁰Biology.¹¹Mythology.¹²Debate.¹³Rural and Social Science.¹⁴Zoology.¹⁵Economics.¹⁶Commercial Law.

TABLE III.—RURAL PUBLIC HIGH SCHOOLS—Showing Receipts, Expenditures, Principals' Salaries, Etc.

County.	Public High School 1912-13.	Receipts.					Expenditures.					Balance on Hand.	Deficit.
		Local Taxation.	Private Donation.	County Apportionment.	State Apportionment.	Balance From Last Year.	Total Receipts for Year.	Principal's Salary.	Paid Other Teachers.	Fuel, Janitor, and Other Indirect Expenses.	Total Expenditures.		
Alamance	Friendship	\$ 210.00	\$ 40.00	\$ 250.00	\$ 250.00		\$ 750.00	\$ 560.00	\$ 180.00	\$ 10.00	\$ 750.00	\$	
	Hawfields	250.00		250.00	250.00	32.46	782.46	460.00	298.75		758.75	23.71	
	Sylvan		225.00	225.00	250.00	108.94	808.94	680.00		9.25	689.25	119.69	
Alexander	Stony Point	500.00			500.00		1,000.00	600.00	350.00	19.20	979.20	20.80	
	Taylorsville	423.93		100.00		32.87	856.80	450.00	380.00	16.80	856.80		
Allghany	Sparta	120.82	129.18		250.00		500.00	500.00			500.00		
	Turkey Knob		350.00		350.00	30.00	730.00	700.00		30.00	730.00		
Anson	Lilesville	250.00		250.00	250.00	166.93	916.93	700.00	200.00	16.93	916.93		
	Morven	500.00		500.00	500.00		1,500.00	1,050.00	400.00		1,500.00		
Ashe	Polkton	334.96		250.00	250.00	2.29	837.25	800.00		37.25	837.25		
	Helton	272.54		227.46	500.00	253.44	1,253.44	990.00	40.00	76.70	1,106.70	146.74	
Avery	Elk Park			500.00	500.00	500.00	1,500.00	816.00		13.33	829.33	670.67	
	Montezuma	125.00	125.00		250.00		500.00	400.00		8.33	408.33	91.67	
Beaufort	Aurora	300.00		300.00	300.00	277.40	1,177.40	701.25		100.00	801.25	376.25	
	Pantego	500.00		500.00	500.00	374.74	1,874.74	915.00	580.00	25.00	1,520.00	354.74	
Bertie	Audander	350.00			350.00		700.00	686.28		13.72	700.00		
	Lewiston	250.00	201.01		250.00		701.01	687.27		13.74	701.01	2.24	
Bladen	Mars Hill	250.00			250.00		500.00	473.00		24.76	497.76	8.22	
	Abbeotsburg	250.00			250.00	68.22	568.22	560.00			560.00		
Bladenboro		275.00			250.00		525.00	525.00			525.00		
	White Oak	250.00		250.00	250.00		500.00	500.00			500.00		
Brunswick	Southport	350.00		350.00	450.00	327.66	1,477.66	800.00	250.00	46.83	1,096.83	380.83	
Buncombe	Barnardsville	300.00		300.00	300.00	125.05	1,025.05	900.00		50.72	950.72	74.33	
	Fairview	300.00		300.00	300.00		900.00	816.06		87.94	904.00		
	Hornity Valley	300.00		300.00	300.00	245.06	1,145.06	855.00		31.10	886.10	258.96	
	Mt. Carmel	250.00		250.00		587.40	1,337.40	720.00		17.00	737.00	600.40	
Burke	Glen Alpine	618.79		500.00	500.00	1.21	1,120.00	800.00	320.00		1,120.00		

TABLE III—Continued.

County.	Public High School 1912-13.	Receipts.					Expenditures.					Balance on Hand.	Deficit.
		Local Taxation.	Private Donation.	County Apportionment.	State Apportionment.	Balance From Last Year.	Total Receipts for Year.	Principals' Salary.	Paid Other Teachers.	Fuel, Janitor, and Other Incidental Expenses.	Total Expenditures.		
Cabarrus.....	Rocky River.....	\$ 362.50		\$	\$ 250.00	\$	\$ 612.50	\$ 612.50			\$ 612.50	\$	
Winecoff.....	Wincoff.....	550.00						800.00			800.00		
Caldwell.....	Granite Falls.....	250.00			250.00		500.00	500.00			500.00		
Oak Hill.....	Oak Hill.....	250.00			250.00		500.00	500.00			500.00		
Camden.....	South Mills.....		500.00	500.00	500.00	420.32	1,420.32	720.00	160.00	45.00	925.00	995.32	
Carteret.....	Atlantic.....	500.00			500.00		1,000.00	800.00	200.00		1,000.00		
Caswell.....	Milton.....	400.00			400.00		800.00	625.25	90.00		772.14	27.86	
Catawba.....	St. James.....			250.00	250.00	38.88	538.88	480.00		56.89	534.89	40.13	
Catawba.....	Startown.....	300.00		250.00	250.00	144.81	644.81	450.00	150.00	25.00	625.00	19.81	
Chatham.....	Merry Oaks.....	400.00			300.00		600.00	600.00			600.00		
Pittsboro.....	Pittsboro.....				400.00		800.00	800.00			800.00		
Siler City.....	Siler City.....	300.00	300.00		300.00		600.00	600.00			600.00		
Andrews.....	Andrews.....	960.00		500.00	500.00		1,960.00	1,000.00	960.00		1,960.00		
Murphy.....	Murphy.....	1,193.00			500.00		1,693.00	1,050.00	470.00	173.00	1,693.00		
Elf.....	Elf.....	125.00		125.00			250.00	500.00			500.00		
Hayesville.....	Hayesville.....	250.00		250.00	500.00		1,000.00	800.00	200.00		1,000.00		
Fallston.....	Fallston.....	250.00		60.00	250.00		560.00	560.00			560.00		
Grover.....	Grover.....	250.00		77.50	250.00		577.50	525.00	52.50		577.50		
Waco.....	Waco.....	250.00		42.50	250.00		542.50	542.50			542.50		
Chadbourn.....	Chadbourn.....	1,000.00			500.00		1,500.00	900.00	520.00	80.00	1,500.00		
Whiteville.....	Whiteville.....	1,700.00			500.00		2,200.00	1,200.00	900.00		2,200.00		
Dover.....	Dover.....			1,500.00	500.00	41.00	2,041.00	1,125.00			1,125.00	916.00	
Vanceboro.....	Vanceboro.....			1,400.00	500.00		1,900.00	726.43		479.96	1,206.39	693.61	
Godwin.....	Godwin.....	350.00			250.00		850.00	850.00			850.00		
Hope Mills.....	Hope Mills.....	350.00		160.00	350.00		850.00	700.00		90.00	790.00	70.00	
Stedman.....	Stedman.....	250.00		250.00	250.00		750.00	712.50		37.50	750.00		
Poplar Branch.....	Poplar Branch.....	250.00			250.00	322.35	822.35	600.00		12.00	612.00	210.35	

Dare.....	Manteo.....	250.00		500.00	250.00	500.00	467.50	32.50	500.00
Davidson.....	Chureland.....		500.00	500.00	500.00	1,230.00	250.00	20.00	1,500.00
Davie.....	Coolmeese.....		250.00	250.00	250.00	500.00	500.00		500.00
Duplin.....	Farmington.....	380.00		250.00	250.00	630.00	630.00		630.00
	Teachleys.....	287.50		500.00	500.00	787.50	787.50		787.50
	Warsaw.....	860.00		500.00	500.00	1,360.00	360.00		1,360.00
Durham.....	Bahama.....	405.01	250.00	250.00	905.01	880.00		25.01	905.01
	East Durham.....	997.84	500.00	500.00	1,997.84	900.00	981.00	116.84	1,997.84
Edgecombe.....	Lowe's Grove.....	250.00	250.00	250.00	779.10	748.25		30.75	779.00
	Battleboro.....	429.75	350.00		779.75	1,125.00		4.75	1,129.75
	Marchesfield.....	250.00	250.00	13.80	513.80	760.00			760.00
	Tarboro.....		273.00	150.00	693.00		693.00		693.00
Forsyth.....	Bethania.....		250.00	250.00	750.00	630.00	102.50	17.50	750.00
	Kernersville.....	250.00	250.00	250.00	1,208.70	800.00	825.00	25.00	833.70
	Lewisville.....	250.00	250.00	250.00	203.00	953.00	700.00	20.98	720.98
	Walkertown.....	500.00	500.00	500.00	392.78	750.00	515.00	91.60	1,356.60
Franklin.....	Bunn.....		500.00	500.00	1,892.78	750.00	200.00		536.18
	Franklington.....		100.00	100.00	1,000.00	800.00	359.62		1,900.00
	Louisburg.....		100.00	100.00	159.62	359.62			359.62
Gaston.....	Belmont.....	375.00		375.00	40.00	240.00	240.00		240.00
	Cherryville.....	375.00	375.00	375.00	127.63	1,252.63	1,120.00	124.50	1,244.50
	Dallas.....	500.00		500.00	1,125.00	950.00		18.75	968.75
	Stanley.....	290.39		250.00	1,500.00	1,000.00	360.00	31.20	1,391.20
Gates.....	Gatesville.....	250.00	250.00	250.00	18.46	808.85	740.00	68.85	808.85
	Reynoldson.....	250.00	250.00	250.00	760.00	700.00			700.00
	Sunbury.....	250.00	250.00	250.00	12.00	762.00	720.00	17.20	737.20
Granville.....	Credmoor.....	500.00	500.00	500.00	236.21	986.21	880.00	29.50	909.50
	Knap of Reeds.....	250.00	250.00	250.00	259.30	1,759.30	840.00	61.70	1,301.70
	Stem.....	250.00	250.00	250.00	750.00	750.00	750.00		750.00
Greene.....	Hookerton.....	250.00	250.00	300.00	20.00	770.00	721.00	49.00	770.00
	Snow Hill.....	500.00		300.00	733.99	520.00	213.99		733.99
Guilford.....	Jamestown.....	500.00		300.00	800.00	800.00	800.00		800.00
	Monticello.....	400.00	500.00	500.00	193.76	1,693.76	1,000.00	33.75	1,553.75
	Pleasant Garden.....	500.00	400.00	400.00	1,200.00	800.00	300.00	99.97	1,199.97
	Summerfield.....	278.10	500.00	500.00	1,500.00	1,032.00	400.00	79.25	1,511.25
Halifax.....	Aurelian Springs.....	250.00	250.00	250.00	30.00	808.10	720.00		720.00
	Enfield.....	250.00	250.00	250.00	750.00	595.00		10.00	605.00
Harnett.....	Angier.....	540.23	250.00	250.00	750.00	750.00	750.00		750.00
	Lillington.....	577.22	31.25	500.00	1,071.48	800.00	220.00	51.48	1,071.48
			118.98	250.00	946.20	900.00		46.20	946.20

TABLE III—Continued.

County.	Public High School 1912-'13.	Receipts.					Expenditures.					Balance on Hand.	Deficit.
		Local Taxation.	Private Donation.	County Apportionment.	State Apportionment.	Balance From Last Year.	Total Receipts for Year.	Principal's Salary.	Paid Other Teachers.	Fuel, Janitorial, and Other Incidental Expenses.	Total Expenditures.		
Haywood	Clyde	\$ 415.00		\$ 400.00	\$ 400.00	\$	\$1,215.00	\$ 765.00	\$ 450.00		\$1,215.00	\$	
	Rock Hill	250.00		250.00	250.00		750.00	700.00		50.00	750.00		
Henderson	Hendersonville	500.00			500.00		1,000.00		1,000.00		1,000.00		
Hertford	Ahoskie	700.00		400.00	400.00		1,500.00	900.00	450.00	150.00	1,500.00		
	Winton	350.00		250.00	250.00		850.00	800.00		50.00	850.00		
Holse	Antioch	300.00		300.00	300.00		900.00	800.00			800.00	100.00	
	Raeford	500.00		500.00	500.00		1,500.00	900.00	520.00		1,420.00	80.00	
Hyde	Sladesville	290.00		250.00	250.00		540.00	540.00			540.00		
	Swan Quarter	278.71		250.00	250.00	255.67	784.38	720.00		64.38	784.38		
Iredell	Harmony	343.20	126.08		400.00	140.09	1,009.37	640.00	180.00	202.56	1,022.56		13.19
	Scotts	300.00		300.00	300.00		600.00	600.00		12.00	612.00		12.00
	Troutmans	300.00		300.00	300.00		600.00	600.00		12.00	612.00		12.00
Jackson	Sylva	500.00		19.08	500.00		1,019.08	799.10	200.00	19.98	1,019.08		
	Webster	500.00		500.00	500.00		1,000.00	770.71	212.50	16.79	1,000.00	197.50	
Johnston	Benson	500.00		500.00	500.00	247.50	1,747.50	1,125.00	425.00		1,550.00		
	Kenly	500.00		500.00	500.00		1,500.00	900.00	600.00		1,500.00		
	Wilson's Mills	250.00		250.00	250.00		750.00	750.00			750.00		
Jones	Pellocksville	500.00		500.00	500.00		1,000.00	900.00		100.00	1,000.00		
	Trenton	388.50			250.00		638.50	600.00		38.50	638.50		
Lee	Jonesboro	500.00		500.00	500.00		1,000.00	975.00		25.00	1,000.00		
Lenoir	LaGrange	300.00		300.00	300.00		900.00	480.00	400.00		900.00		
Lincoln	Crouse	300.92	47.00	2.08	350.00		700.00	665.00		30.22	695.22	4.78	
	Denver	350.00		350.00	350.00		700.00	700.00			700.00		
	Cowee	250.00		250.00	250.00		500.00	500.00			500.00		
Macon	Higdonville	250.00		25.00	250.00		525.00	525.00			525.00		
	Iola	250.00		25.00	250.00		525.00	525.00			525.00		
Madison	Madison Seminary	227.12		250.00	250.00		727.12	400.00		22.85	422.85	304.27	
	Spring Creek		140.00	350.00	350.00		840.00	750.00		9.50	759.50	80.50	

TABLE III—Continued.

County.	Public High School 1912-'13.	Receipts.					Expenditures.					Balance on Hand.	Deficit.
		Local Taxation.	Private Donation.	County Apportionment.	State Apportionment.	Balance From Last Year.	Total Receipts for Year.	Principal's Salary.	Paid Other Teachers.	Fuel, Janitorial, and Other Expenses.	Total Expenditures.		
Rockingham	Madison	\$ 300.00		\$ 250.00	\$ 250.00		\$ 800.00	\$ 800.00			\$ 800.00	\$	
	Ruffin	316.06		250.00	500.00	2.44	1,068.50	700.00	350.00	18.50	1,068.50		
	Stoneville	250.00		250.00	250.00		750.00	700.00		22.68	722.68	27.32	
Rowan	China Grove	500.00		500.00	500.00	30.44	1,530.44	1,000.00	400.00	57.22	1,457.22	73.22	
	Mt. Ulla	250.00		250.00	250.00	27.50	777.50	680.00			680.00	97.50	
Rutherford	Woodleaf	250.00		125.00	250.00		625.00	595.00		18.50	613.50	11.50	
	Forest City			300.00	300.00		600.00	600.00			600.00		
	Rutherfordton			500.00	500.00		1,000.00	800.00	200.00		1,000.00		
Sampson	Clinton	500.00		300.00	500.00		1,300.00	900.00	400.00		1,300.00		
	Garland	250.00		95.00	250.00		595.00	595.00			595.00		
	Newton Grove	250.00		40.00	250.00		540.00	540.00			540.00		
Scotland	Laurinburg			500.00	500.00	285.25	1,285.25		738.00	14.76	752.76	532.49	
	Mason's Cross		350.00	350.00	350.00		1,050.00	1,000.00		50.00	1,050.00		
	Spring Hill	250.00		250.00	250.00	27.15	777.15	720.00		24.57	744.57	32.58	
Stanly	New London	250.00		250.00	250.00		500.00	500.00			500.00		
	King	250.00		250.00	250.00	20.31	520.31	500.00		16.37	516.37	3.94	
	Pinnacle		250.00		250.00		500.00	490.20			500.00		
Surry	Walnut Cove	500.00		500.00	500.00	51.91	1,051.91	700.00	200.00	36.99	936.99	114.92	
	Dobson	600.00		400.00	500.00		1,500.00	800.00	385.00	56.60	1,241.60	258.40	
	Pilot Mountain	350.00		350.00	350.00	165.00	1,215.00	795.00	350.00	70.00	1,215.00		
Swain	Rockford	367.50		100.00	100.00	107.50	675.00	585.00	90.00		675.00		
	Almond			250.00	250.00		500.00	488.75		4.75	473.50	26.50	
	Bryson City	4.15		500.00	500.00	55.85	1,060.00	900.00	160.00		1,060.00		
Transylvania	Penrose	250.00			250.00	5.70	495.70	495.78		9.42	505.70		
	Rosman	350.00		350.00	350.00		700.00	665.00		32.48	697.48	2.52	
	Columbia		250.00	250.00	500.00	92.00	1,092.00	900.00	63.00	129.00	1,092.00		
Tyrrell	Scuppernon	35.00		525.00	230.00	25.00	835.00	810.00		25.00	835.00		

TABLE IV.—PRIVATE SECONDARY SCHOOLS.

Name of School.	Location.	Principal, Superintendent, or Responsible Head.	Length of Term in Weeks.	Number of Teachers.	Enrollment.						Value of School Plant.	
					First Year.	Second Year.	Third Year.	Fourth Year.	Total.	Boys Enrolled.		Girls Enrolled.
Albemarle Normal and Coll. Institute.....	Albemarle.....	Rev. Geo. H. Anderson.....	36	5 ¹	12	11	3		26		26	\$ 20,000
Asheville Normal and College Institute*.....	Asheville.....	Edward P. Childs.....										
Asheville School.....	Asheville.....	N. M. Anderson and C. A. Mitchell.....	34	11	20	20	30	25	95	95		250,000
Asheville School for Girls.....	Asheville.....	Miss Elizabeth K. Ford.....	36	4 ²	12	10	10	7	39	39		55,000
Baird's School*.....	Charlotte.....	J. G. Baird.....										
Bingham School.....	Asheville.....	Col. Robert Bingham.....	36	9								85,000
Bingham School.....	Mebane.....	Col. Preston Lewis Gray.....	34	7 ³	11	18	17	9	55	53	2	72,000
Boiling Springs High School*.....	Shelby, R. F. D.....	W. J. Francis.....										
Butes Creek Academy*.....	Butes Creek.....	Rev. J. A. Campbell.....										
Cape Fear Academy*.....	Wilmington.....	Washington Catlett.....										
Dell School.....	Delway.....	C. M. Beach.....	34	7 ⁴	63	50	20	17	150	81	69	17,500
Donaldson Military School*.....	Fayetteville.....	S. M. Reed.....		7 ⁵					37		37	Not stated.
Fassifern School.....	Lincolnton.....	Miss Kate C. Shipp.....	36									
Glade Valley Institute*.....	Glade Valley.....	W. F. Hollingsworth.....										
Horner Military School*.....	Oxford.....	Col. Jerome C. Horner.....										
James Sprunt Institute*.....	Kenansville.....											
Leaksville-Spray Institute*.....	Leaksville.....	Rev. W. H. Whitehead.....										
Lees-McRae Institute*.....	Banner Elk.....	Rev. Edgar Tufts.....										
Liberty-Piedmont Institute.....	Wallburg.....	John M. Cheek.....	34	4 ⁶	11	18	13	8	50	23	27	25,000
Mars Hill College.....	Mars Hill.....	R. L. Moore.....	36	87	169	53	45	19	286	180	106	40,000
Meredith Academy.....	Raleigh.....	Miss Lucy Dickson.....	36	7 ⁸	10	21	31	28	90		90	Note 14
Mount Pleasant Collegiate Institute.....	Mount Pleasant.....	G. F. McAllister.....	36	5 ⁹	30	37	28	7	102	102		40,000
Mont Amoena Seminary*.....	Mount Pleasant.....	G. F. Fisher.....										
Oak Ridge Institute.....	Oak Ridge.....	J. A. and M. H. Holt.....	36	8	10	67	45	38	160	155	5	75,000

Pine Grove Lodge*	Salem, W. J. Jones	36	510	30	25	20	10	85	85	20,000
Sacred Heart Academy*	Miss Jessie Roper									
Salem Academy*	Sister Theresa									
St. Genevieve's Academy	Mother DePlanck	32	8	13	22	14	6	55	55	200,000 ³
Trinity Park School*	W. W. Peele									
Warrenton High School*	John Graham									
Westminster School	Rev. T. E. P. Woods	36	411	20	18	20	16	74	70	26,000
Whitsett Institute*	Dr. W. T. Whitsett									
Wingate School	J. C. Carroll	36	412							
Winn's School for Boys*	J. A. Winn									
Winterville High School	F. C. Nye	36	313	47	65	55	18	185	100	20,000

*No report.

¹All part time.²One part time.³Three part time.⁴Three part time.⁵Two part time.⁶Two part time.⁷Two part time.⁸Four part time.⁹One part time.¹⁰Two part time.¹¹Two part time.¹²Three part time.¹³One part time.¹⁴Operated in connection with Meredith College.¹⁵Includes value of property of Genevieve College and Academy.



LUMBER BRIDGE HIGH SCHOOL, ROBESON COUNTY.
Erected in 1914 at a Cost of \$7,500.



PHILADELPHUS HIGH SCHOOL, ROBESON COUNTY.
In connection with this school is a Farm-Life Department. Erected in 1913-'14 at a cost of \$15,000.

SEVENTH ANNUAL REPORT

State Inspector of Public High Schools

OF

NORTH CAROLINA

FOR THE

SCHOLASTIC YEAR ENDING JUNE 30, 1914

INCLUDING

REPORT OF THE TOWN AND CITY HIGH SCHOOLS
AND THE PRIVATE SECONDARY SCHOOLS

BY

N. W. WALKER

PROFESSOR OF SECONDARY EDUCATION IN THE UNIVERSITY OF NORTH CAROLINA
AND STATE INSPECTOR OF PUBLIC HIGH SCHOOLS

OFFICE OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

LETTER OF TRANSMITTAL

CHAPEL HILL, N. C., December 22, 1914.

HONORABLE J. Y. JOYNER,

*State Superintendent of Public Instruction,
Raleigh, N. C.*

DEAR SIR:—I have the honor to submit herewith my seventh Annual Report of the Public High Schools, established under an act of the Legislature of 1907, for the scholastic year ending June 30, 1914.

I have included, also, in accordance with your instructions, such a report of the city and town high schools as could be made from the reports sent in to your office by the superintendents and principals of these schools. It was impossible to make this part of the report complete, since so many of the City Superintendents make to your office no separate report of their high school work. It will be noted, by reference to the tables for the city high schools, that the statistics used for several schools are those reported for the year 1912-'13, but where this is the case attention is called to the fact by a footnote. There is also included an incomplete report of the private secondary schools.

Very truly yours,

N. W. WALKER,
State Inspector of Public High Schools.

REPORT OF THE STATE INSPECTOR OF PUBLIC HIGH SCHOOLS, 1913-1914.

PART I—RURAL PUBLIC HIGH SCHOOLS.

SUMMARY OF THE YEAR'S PROGRESS.*

Number, Classification, and Distribution of Schools.—During the scholastic year covered by this report, 1913-1914, the number of public high schools in operation increased over the preceding year from 211 to 212. Two schools were discontinued, and three new schools were established, making a net gain of one in the number in operation. The number of schools reporting four-year courses increased from 42 to 61; the number reporting three-year courses increased from 68 to 74; and the number reporting two-year courses decreased from 101 to 77. There are now only six counties in which no public high schools are in operation, namely, Chowan, Graham, New Hanover, Pasquotank, Perquimans, and Watauga.

Enrollment and Attendance.—The enrollment this year increased from 7,946 to 8,316, and the average daily attendance from 5,925 to 6,307. The increase in enrollment over the preceding year was 370, or 4.7 per cent, and the increase in daily attendance was 382, or 6.4 per cent. The number of students enrolled from outside the local districts increased from 2,305 to 2,474; the number of boarding students enrolled increased from 1,601 to 1,646; and the number of teachers enrolled increased from 319 to 320.

Teaching Force.—The number of teachers employed increased from 375 to 406, and, as has been the case for the past several years, there was urgent need for more assistant teachers in many of the more prosperous schools. In too many cases inadequate funds made it impossible to meet this need.

Receipts and Expenditures.—The total receipts this year increased from \$211,012.47 to \$238,162.30, and the total expenditures increased from \$196,545.65 to \$220,812.99, making a net increase of \$27,149.83 in receipts and \$24,267.34 in expenditures.

The average salary paid the high school principal was increased from \$758.49 to \$801.04. There were 42 principals who received \$1,000 or more. The number who received less than \$500 was reduced from 15 to 10. These figures do not include the salaries of three principals of graded schools opened to pupils of the county under the provisions of section 6 of the High School Law. The total expenditures for principals' salaries increased from \$154,732.55 to \$167,793.27. The amount expended for the salaries of assistant teachers was increased from \$35,103.96 to \$43,329.70.

The average amount expended per student enrolled was \$26.55; the average cost per student in daily attendance was \$35.01.

*This part of my report pertains only to the Rural Public High Schools. The City Public High Schools are operated under special charters, as are the lower grades of the city schools, and are therefore independent of the operations of the Public High School law and so are not under State supervision. For a report of the City Public High Schools, see Tables IV and V, pages 52 and 54, respectively, and the summaries of these Tables on Pages 19 to 20.

Length of Term.—The average length of term per school was 31.8 weeks as against 30.33 weeks for the preceding year. Or, taking the teacher as the unit, and not the school, the average length of term was 31.87 weeks. There were 25 schools having a term of 36 weeks, and 3 having a term of less than 28 weeks, the minimum term allowed under the law.

Buildings and Equipment.—During the past few years considerable progress has been made in constructing new buildings better adapted to high school needs, in providing dormitory facilities, and in improving in other ways the general environment and equipment. The principals of 198 schools reported for the year covered by this report buildings (not including dormitories and apparatus) to be worth \$1,085,364; 29 of these reported dormitories owned by the schools costing \$113,900. The number of volumes of fiction and reference books was reported by 141 schools to be 22,939; and 13 schools reported scientific apparatus worth \$2,269. As will be seen from the foregoing figures, many schools made no report of these items, although all were asked to report them.

Twenty-five schools erected or provided for the erection of new buildings during the past year costing \$265,000 (this included the new buildings made ready for use at the opening of the term in September, 1913); and twelve others remodeled, renovated, enlarged, or otherwise improved their buildings at a cost of \$81,000, making a total of \$346,000 spent for new buildings (including dormitories) during the past eighteen months. Several others have voted bond issues for buildings that have not yet been erected.

The following are the twenty-five schools that have recently provided new buildings:

Buildings Erected or in Process of Erection.

(Including buildings made ready by September, 1913.)

Alamance	Sylvan	\$8,000
Camden	South Mills	12,000
Catawba	Startown	2,500
Cleveland	Waco	5,000
Columbus	Chadbourn	15,000
Craven	Vanceboro	15,000
Currituck	Poplar Branch	3,000
Davidson	Churchland	5,000
Franklin	Bunn	6,500
Gates	Gatesville	1,000
Harnett	Lillington	15,000
Hoke	Antioch	12,000
Johnston	Kenly	17,000
Macon	Iotla	3,000
McDowell	Marion	20,000
Montgomery	Troy	20,000
Nash	Red Oak	10,000
Paulico	Alliance	2,500
	Oriental	8,000
Robeson	Lumber Bridge	7,500
	Philadelphus	15,000

Rockingham	Madison	12,000
Rowan	China Grove	15,000
Vance	Townesville	3,000
Wake	Cary	32,500

The schools reporting additions, new dormitories, enlargements, etc., are as follows:

Alexander County.....	Taylorsville	\$4,000	(Additions)
Durham County.....	Lowe's Grove.....	5,000	(Dormitory and Barn)
Edgecombe County.....	Battleboro	3,300	(Additions)
Greene County.....	Hookerton	5,000	(Improvements)
Guilford County.....	Jamestown	7,500	(Dormitories)
	Pleasant Garden..	8,000	(Dormitories)
Johnston County.....	Wilson's Mills....	1,200	(Improvements)
Madison County.....	Spring Creek.....	1,500	(Additions)
Mecklenburg County.....	Matthews	11,000	(Improvements)
Robeson County.....	Rowland	15,000	(Additions)
Sampson County.....	Garland	2,500	(Improvements)
Wake County.....	Wakelon	15,000	(Additions)
Wilson County.....	Rock Ridge.....	2,000	(Dormitory)

Several other schools voted bonds for buildings that have not yet been erected:

Bertie County.....	Aulander	\$12,000	
Cherokee County.....	Andrews	25,000	
Chowan County.....	Edenton	25,000	(For Farm-life School)
Dare County.....	Manteo	8,000	
Mecklenburg County.....	Pineville	20,000	(For Farm-life School)

Better Physical Equipment Necessary.—All new high schools that may hereafter be established should be required, before receiving State aid, to erect buildings adapted to high school needs and to equip them with necessary furnishings and apparatus, and all high schools now in operation that are receiving State aid should be required within the next two years to erect modern buildings adapted to high school use and to equip them with sufficient apparatus. The small three- or four-room buildings planned for elementary grades are not adapted to high school work, and such buildings should no longer be accepted for high school use. They do not have the necessary rooms for laboratory, office, auditorium, domestic science equipment, library, etc., that every high school should be required to provide, nor are they equipped with the apparatus absolutely necessary for good high school work. A glance at the paragraph above headed "Buildings and Equipment" will reveal how inadequately equipped are many of our rural high schools at present.

One of our largest tasks in the development of our public high schools is to secure the necessary buildings and physical equipment for them. Every high school receiving State aid should possess at least the following minimum equipment: First, a good building, properly constructed according to Plan 4, given in detail in the book of plans of schoolhouses published by the State Department of Education; and the plan for every building designed for

high school use should be submitted to the State Department of Education for approval. It should be definitely stipulated and required that each high school building should have at least two class rooms for the high school department, and principal's office where the records of the school should be kept, a library, domestic science room, a shop for manual training or carpentry, and an auditorium, each planned for the special purpose named, not simply "additional rooms" which may be used for these purposes as well as for anything else that may suggest itself. The heating, lighting, ventilation, the sanitary arrangements, water supply, etc., should by all means be made satisfactory.

Provision should also be made for the necessary laboratory apparatus in every public high school. School boards have been entirely too negligent in this particular. Certainly every county high school should have equipment for domestic science and manual training or shop work. Complete adaptation of the school to the life and interests of the community will be impossible, in my judgment, until adequate provision is made for the teaching of the newer branches in an effective way. And it is unthinkable that the work in the vocational subjects can be made efficient without adequate physical equipment.

A small but select working library should be installed in every rural high school in the State. But few of our schools at present have any library at all, except the small elementary school library. The present rural library contains, of course, many books good for high school use, but the present elementary school library does not meet high school needs. The books on that list were chosen for a different purpose. There should be an approved list of high school books, from which the rural library should be made up. Every high school should be required to make up and procure a working library for high school teachers and pupils, such library to be made up of standard literature, history, biography, general science, and reference works. The specific requirements of equipment should not, of course, be made burdensome for the small schools, but they should, nevertheless, be made and put in force. I am sure that by making such a regulation that the high schools would gain immensely in efficiency.

It would not be unreasonable to require every high school receiving State aid to install a small unit cabinet in the principal's office for the safe-keeping of its records.

Every high school should be required to install a modern filing system and to keep permanent records of its work. A few schools do of course have some conscience regarding this matter, but most of them have not. If the State is to continue to assist the rural public high schools by a special appropriation for their support, it ought to require every school receiving such aid to provide adequately for keeping and preserving its records. One of these good days somebody is going to want to know who the pupils are that have attended these schools and what has become of them, and as a matter of business we should be able to say. It happens every year in scores of cases that principals have need for the records of individual pupils for previous years, and what is the result? A guess or an approximation.

How frequently it happens that the only record kept is the public school register, and that, as a rule, poorly and incompletely kept. And how frequently the principal takes even this along with him when school closes,

leaving no record whatsoever for his successor—not a pen-scratch to show what the school and its pupils have busied themselves with or what they have accomplished during the year. Our conscience is in dire need of quickening in this important matter.

HIGH SCHOOLS THAT SHALL MEET MODERN DEMANDS.

During the past year the development of our rural public high schools has gone steadily forward, notwithstanding the fact that the demands made upon them have been all out of proportion to the financial assistance given them for meeting these demands. The attendance has been greatly increased, improvements have been made in the internal organization of most of them, many new buildings have been erected, a number of dormitories have been provided, farm-life school departments have been added in ten more schools, and numerous other improvements have been made. All of this goes to indicate an increased interest in secondary education on the part of both pupils and patrons, which interest constitutes one of our greatest educational assets. I feel that we have now entered upon a new era in high school development, and that the promise of future constructive work in secondary education is, indeed, bright. Community interest all over the State has been aroused in the secondary schools, and it now remains for this interest to be directed towards the development of a State-wide system of high schools for North Carolina that shall be efficient.

Better Pay and Better Working Conditions are Necessary.—One of our first big tasks is to make it increasingly possible for competent men and women of special training to remain in the rural high schools. We now have in these schools much good material for the better county and city superintendencies and supervisorships, and the draft to be made on the high schools in taking from them such men and women will be heavy and one that these schools can ill afford to bear. We must soon find a way to pay our high school principals and teachers salaries that will make it possible for them to stay in this work and to identify themselves (as many of them have already done) with the communities they are serving. They love the open country, and the country school needs them. Yet they must live (even as you and I) and rear their families; and their working conditions must be made better and their salaries be made more nearly commensurate with the service they are rendering. I hope the day is near at hand when every rural high school principal will be on salary the year round. When we make this possible, we shall have met another one of our pressing educational responsibilities, and the rural schools, both of elementary and of secondary grade, will enjoy incalculable benefits resulting from such provision.

Our Point of View: Efficiency vs. Convenience.—Another pressing need in the development of our rural high schools is for the people themselves to begin to think more in terms of school efficiency and less in terms of local convenience with reference to our whole educational work, and particularly is this true with reference to our rural high school work. The gross misapprehension on the part of hundreds of communities over the State, and on the part of many county superintendents and boards of education as well, makes this need apparent. Too many communities and school workers have a misconception of the larger purpose of the public high school law and of

the State's ideals in the building of its secondary schools. I am frank to admit that some of the provisions of the law itself, as well as certain necessary applications of the law in starting this system, are in a measure responsible for this misapprehension. But the chief reason lies in our attitude of mind regarding all our educational work. We are simply in the habit of looking at our school work from the restricted point of view of local school convenience rather than thinking about it in terms of its efficiency. Let me explain my meaning by a concrete illustration.

In one of the Piedmont counties just a short while ago this is what was taking place in the way of providing high school facilities: there were more than twenty schools that were attempting to do high school work. The high school instruction in these twenty-odd high schools was costing the county and the several communities \$12,000—this amount, mind you, in addition to the cost of the elementary grades—and there was not a high school in the county, outside of one city high school, that was really worthy of the name. Not one offered a four-year course, or had its work organized after any approved plan, or offered any instruction of a vocational or industrial sort, or gave the pupils who attended it any opportunity to get a high school education!

Suppose the \$12,000 thus spent ineffectively had been put into two central high schools properly located with reference to the geography, highways, population, and educational needs of the county. Without one cent of additional expenditure, each school would have had an annual fund of \$6,000 for maintenance, which would have enabled it to provide good general high school courses covering four years, and some vocational work as well, to organize its work properly, and to put good teachers in charge of the different departments. The work could have been made worth while.

When Community Pride and Local Interest Become Obstacles.—But the big obstacle in the way of doing just this thing was the fact that each little community wanted high school instruction offered in its own local school, and it was not caring much about the content of the curriculum or the quality of the instruction. These communities were thinking about their high schools in terms of local convenience, and not in terms of educational efficiency. The fact that the four hundred boys and girls pursuing high school branches were getting very little in return for the money and effort invested did not figure in the case at all. It is true, of course, that not all of the four hundred could have attended the central schools—possibly one hundred would have been debarred from attending. But the vastly increased power and skill and training of the three hundred who would have attended would have more than made up for the loss in numbers.

Now if we are accustomed to think in terms of school convenience rather than in terms of school efficiency, we would say continue the instruction at the twenty-odd places—weak, inefficient, unorganized though it be—mere instruction is all we are after. This is the attitude that too many have today, and this attitude is really one of the biggest obstacles to educational progress that we have to encounter, especially with reference to our high school development. Right here it may be said that misdirected sentiment for the “poor boy” who would be deprived of training beyond an elementary school course is in some instances an obstacle. But, as a matter of fact, the plan already suggested for the organization of our high school work would prove

to be of invaluable benefit to the very boys and girls who now deem themselves unable to go to the central school outside of their local district. For, in the first place, they would be enabled to get a far better elementary school education; and, in the second place, the central schools would be so operated and managed as to provide opportunities for students who desired to do so to make practically all their expenses while working their way through school; and when through, they would be equipped to make their way in the world.

We Must Develop the Central High School With the County as the Unit of Support.—Certain it is that adequate school facilities can not be provided in every community in the State, so that all the boys and girls can stay at home while pursuing their high school course. This would, of course, be highly desirable if it were possible. But it is not possible, and consequently we shall have to abandon the hope of it and find a way of developing in every county at least one central high school that is efficient. In some counties, as our educational development goes on, perhaps several such schools will become necessary to meet the demands and to serve the needs effectively. But at present our task is to develop at least one such school in every county, so that efficient high school instruction may be within the reach of all the youth of the State. The central school should be required to offer several properly differentiated curricula planned to meet the varied needs, aptitudes, ambitions and purposes of the pupils themselves.

In recommending the development of the central high school, I would not for the present recommend that the small high school, such as now exists in most counties, be discontinued or abandoned. There are some of these that should and must go, for some have been badly located; but it will be well, if in addition to the central high school, or schools, each county, according to its wealth and size, can for the present maintain, say from two to four, small high schools conveniently located and offering two years of the high school course. These small schools can be operated at little expense, and they will bring high school instruction within reach of a large number of pupils who will not, for some years to come, attend the central school.

We may as well abandon, however, once for all, the idea that the small, unorganized high school is going to be able to meet the modern demands for complete secondary school training. It can not be made to serve effectively the needs of our complex social and economic life, which calls for so many differentiated courses of instruction and at the same time calls just as insistently and persistently for efficient results.

In building after this plan the county and not the local district must become the unit of support as well as the unit of patronage, in order to free the high school from certain fettering local influences and to make possible the support necessary to enable it to meet the real educational needs of the county as a whole. The high schools, then, of the county should become in reality what they are now supposed to be in theory, an organic part of the county system of public schools, and therefore controlled and managed by the county rather than by the local community. One of the big obstacles under our present plan is that community ideals and needs are not always the ideals and needs of the county, and this fact operates to check the growth and development of the high school as soon as it gets to the point where it can meet the community's needs and demands for merely general high school training.

To be sure, under this plan, the community that is so fortunate as to secure the location of the central high school would profit more largely than any outlying community, and should accordingly bear an extra part in the support of the school and in providing the necessary initial equipment. This is but fair and just. Yet the school would not be hampered by the community's ideals—should they be such as to hamper it—or checked in its development when the community reaches the limit of its resources and support.

Three Fundamental Demands.—There are three fundamental demands for training which the modern high school must meet. These suggest rather distinct functions, yet they are related, and at points overlap. The first of these demands (not necessarily in point of importance) is for preparation for college; the second is for general cultural training, whether the pupil expects to go to college or not; and the third is for vocational training. No one of these demands should or will dominate our high school system any longer, but each one is going to occupy its legitimate place in our educational thought and practice, and each one ultimately is going to be satisfied. It is not necessary at this point to go into an elaboration of all these functions of the high school. I shall discuss only one; namely, that of vocational instruction, since this phase of our secondary school work is at present the most neglected and the least understood. Suffice it to say, therefore, that all three of them are legitimate; that they should not be regarded as antagonistic; that they are going to prevail; and that provision must and will be made for meeting them in a comprehensive and adequate system of public secondary schools.

The Question of Vocational Instruction.—Among the school workers in North Carolina today there is an enthusiasm for vocational instruction in the secondary schools. This is one of the most encouraging and one of the most promising signs of our advancement in secondary education. In some quarters the demand is a little excited; in others somewhat feverish; and in still others it is hysterical, even to the point of being unable to see anything of value in general training. This demand for vocational instruction in our secondary schools is a perfectly logical and legitimate demand, and it is going to be met sooner or later. In what manner and how effectively it is to be met in North Carolina is a pertinent question with us just at this time.

Now I do not for a moment think that all the demands that take the form of anathemas against the total inadequacy and inefficiency of our present system of high schools are going to be met or should be met; nor do I think the sort of demands that find expression in occasional resolutions or cheap magazine articles will soon be satisfied. In most cases these are surface symptoms of a temporary educational disorder and need not be regarded with alarm by those who are opposed to vocational training. They should be regarded rather as encouraging signs—"outward and visible signs of an inward and spiritual growth"—that will soon demand and secure greater efficiency in the teaching of English and Latin and Mathematics as well as in the teaching of Agriculture and Farm Carpentry and Home Economics.

The real demands for vocational instruction growing naturally out of modern social and economic conditions, on the one hand, and our changed and changing conceptions of education, on the other, whether expressed or not, must be met and will be met in the logical development of our educational system. They will be met just as soon as the people who pay the cost

of our schools realize the deeper significance of these demands which are ever increasing as our democratic society becomes more complex and dynamic. They constitute a challenge not only to teachers, but to preachers, doctors, lawyers, farmers, business men, statesmen. These are the demands that call for educational statesmanship that can point the way to practical, constructive achievement in school development. If a readjustment of educational policy and practice to meet the demands of vocational instruction is slow, let us not be too easily discouraged. It is a fundamental readjustment that the schools are called upon to make, and the history of education shows that schools have always been slow to adapt themselves to new conditions and new demands. In other words, they are conservative and naturally so. Suffice it to say, that the school men today do accept with practical unanimity the validity of the claims of the vocational subjects and are anxious to see adequate provision made for the introduction of vocational subjects in our schools generally. They realize, of course, that there are obstacles to be overcome; but they have set themselves to the task with a resolute determination to make the schools over which they preside minister effectively and adequately to the needs of the people who support them.

The question, then, of putting vocational instruction on an adequate basis is more than a question simply for the school people. As I have just tried to indicate, it involves a changed conception on the part of the people themselves who pay the cost. But this changed conception is coming about, and this fact is cause for encouragement.

The Persistence of Tradition.—There are those who talk as if they believe we could vocationalize our school system simply by rewriting the curriculum and requiring by legislative act that all teachers put the vocational studies in their schools to the exclusion of all other instruction. Such a notion is positively absurd, and such a policy would lead to disastrous results. The curriculum is, to be sure, important, and it should be carefully and thoughtfully planned; and the legislative act to support it is not without effect. But to proceed in this manner would be as great a piece of folly as it would be if we should attempt to write a new religious creed and enforce its acceptance by legislation. We in the South particularly are almost as slow to change the form and content of our education as we are to change our religion. The content of the curriculum has come to be almost a thing of veneration, and somehow we persist in demanding that our children shall be taught the things that we were taught. We are by the old inelastic curriculum very much as we are by the old-time religion: "It was good enough for Paul and Silas, and it's good enough for me." Those who are impatient with the progress the schools are making in the direction of vocational instruction simply fail to realize the persistence of tradition as it relates to the old courses of study in our schools.

Vocational Instruction More Costly Than General Instruction.—Another fact that makes it exceedingly difficult to reorganize our system of education, and to redirect it as we would like, is the simple but stubborn fact that it is far more expensive to operate secondary schools of a vocational type than it is to operate secondary schools of a general type. The cost of equipment in the way of buildings, laboratories, shops, etc., far exceeds the cost of necessary equipment for the general high school, and this fact alone has impeded the progress of vocational instruction.

Special Teachers Necessary.—In inaugurating a system of vocational instruction, the teacher is, after all has been said, the determining factor in the efficiency of such instruction. Life is infinitely deeper and richer than any curriculum that can be devised, and only the teacher of power can minister effectively and abundantly to the deeper needs and the richer possibilities of young life. The teacher of general training only can, of course, do much to inspire boys and girls with a love for country life, can give them a proper respect for the trades, professions and vocations, can impart some general knowledge that will be, perhaps, of great service to them. But after all the net result of such instruction is a changed attitude, whether it be directed toward agriculture or literature. The attitude is important but not sufficient. If the demand of vocational instruction is for greater efficiency in a special field, then the only way to meet that demand is through efficient instruction. The efficient teacher, whether of agriculture or of Greek, must have a natural interest in the subject he teaches and a special training to fit him for the adequate teaching of that subject. Otherwise his instruction, though it may be in some measure effective, is insufficient. We can not escape, then, this conclusion; if we are to build up an adequate system of secondary schools giving efficient instruction in vocational subjects, we must have these branches taught by specially trained teachers. The teacher who attempts to give vocational instruction must be a master of his subject. He must be able to step out of his laboratory, shop, or classroom, and do the job he is training others to do, better than, or at least as well as, the one who works at it day by day. This means, of course, that the school is going to have to compete with the industrial world to retain the services of efficient teachers of the vocational subjects.

An Attitude That Demands Efficiency.—I do not think we need, however, to be alarmed at the fact that vocational instruction is going to cost more than general instruction. We need to develop an attitude of mind that demands educational efficiency at whatever necessary cost. When we can do this, we shall be able to look at conditions squarely and honestly and reckon with facts. We shall then be able to marshal facts against mere opinion, prejudice, and tradition and win, even if our program does involve additional expenditures; for we shall see what definite things we want our schools to do; and we shall set about developing schools that will do the things we want done, and that will do them as effectively as we want them done. If we once get this attitude, we shall be able to build central, consolidated schools, and to provide transportation for our pupils where this is necessary; we shall be willing to pay the additional cost for efficient instruction, whether it be in Latin or Agriculture, and to forego, if necessary, the convenience of having a short-term, ineffective school at our very door.

I hope that one of these good days we shall find a way to put the principal on salary twelve months in the year and to keep the school open the year round. It would not be necessary for it to carry out the same program of work in July that it carried out in January—some work that should be given could best be done in July—but this is a mere matter of detail in organization and administration, nor would it be necessary to keep all the pupils in school all the year. The time of their attendance could be regulated in accordance with their aims, purposes, and abilities. We should not find it difficult to provide the principal's home, nor to get strong men and strong

women to prepare themselves for the departmental work in such schools. Such schools would soon be crowded with ambitious boys and girls who would be willing to work their way through school if need be, and be happy in doing it; people would be ready and willing to vote taxes for the support of such schools, for they would see and appreciate the results of efficient instruction.

But after all, our ability to build our high schools on such a plan as I have suggested above is going to depend on our ability to abandon an outworn order of thought and our individualistic attitude, and to accept a new order, demanding efficiency in results and finding a way to secure it through co-operation. Here and there we find unmistakable evidences of the fact that a new order of educational thought is developing to meet the new order of demands. In this fact we should take courage and press forward.

SUMMARY OF RECOMMENDATIONS.

(Summarized from the reports for 1912-'13 and 1913-'14.)

1. Make the county the unit of organization and support. If the high schools are to be put upon an adequate financial basis, this step would seem to be absolutely necessary.

2. Place all the high schools of the county, except those in connection with the schools operating under a special charter, under the management of a county high school board, to be composed of the county board of education, the county superintendent of public instruction, and one local member for each high school in the county. This will become necessary if the first recommendation should be adopted.

3. Establish a different classification of schools based on efficiency, and provide for the issuance of high school diplomas to graduates of approved high schools of standard grade, whether such schools receive State aid or not.

4. Larger provision should be made for the development of at least one central high school in each county. The central high school should be adequately equipped with sufficient buildings, dormitories, libraries, and apparatus, and should have a sufficient number of trained teachers to offer the traditional college preparatory courses, vocational courses, and teacher-training courses.

5. The teaching of high school branches in a two-room public school should be discouraged, to the end that the high school work of the county may be concentrated at a few centers and thus strengthened and made more efficient. One of the most effective ways for bringing this about would be to require the teachers of high school branches in all public schools to be licensed, or organize their work on a systematic basis, and to follow systematic courses of instruction.

6. The method of apportioning the State appropriation for public high schools should be further modified by increasing the maximum allowed to any school, and by making the regulations governing the apportioning of this fund more definite. All apportionments beyond the minimum should be made upon the following bases: (a) the average daily attendance for the preceding year, (b) the number of teachers employed and the salaries paid, (c) the total efficiency of the school. The average daily attendance required of any school receiving State aid should be increased from ten to twenty bona fide high school students.

7. Definite regulations should be adopted regarding the character of buildings planned for high school use. There should be definite requirements to the effect that any building accepted should have sufficient rooms for class use, auditorium, laboratories, library, office, etc. All plans for high school buildings should be submitted to the State Department of Education for approval.

8. The annual State appropriation for public high schools should be increased from \$75,000 to \$125,000, at least \$10,000 of which should go for the specific purpose of stimulating and encouraging teacher training in the rural high schools. This amount would not, of course, provide for teacher training in every county; it would provide one-half the amount necessary to introduce teacher training courses in twenty high schools distributed over the State.

NEW SCHOOLS ESTABLISHED AND SCHOOLS DISCONTINUED OR MOVED.

New Schools Established for Year 1913-'14:

Davidson	Denton.
Henderson	Mills River.
Pamlico	Alliance.

Schools Discontinued at Close of Year 1913-'14:

Macon	Cowee.
Moore	Southern Pines.
(Apportionment transferred to Eureka)	

New Schools Established for the Year 1914-'15:

Avery	Newland.
Craven	Thurman.
Graham	Robbinsville.
Mecklenburg	Pineville.
Moore	Eureka.

MISCELLANEOUS.

Boarding Students:

Number of boarding students enrolled.....	1,616
Boys	767
Girls	879

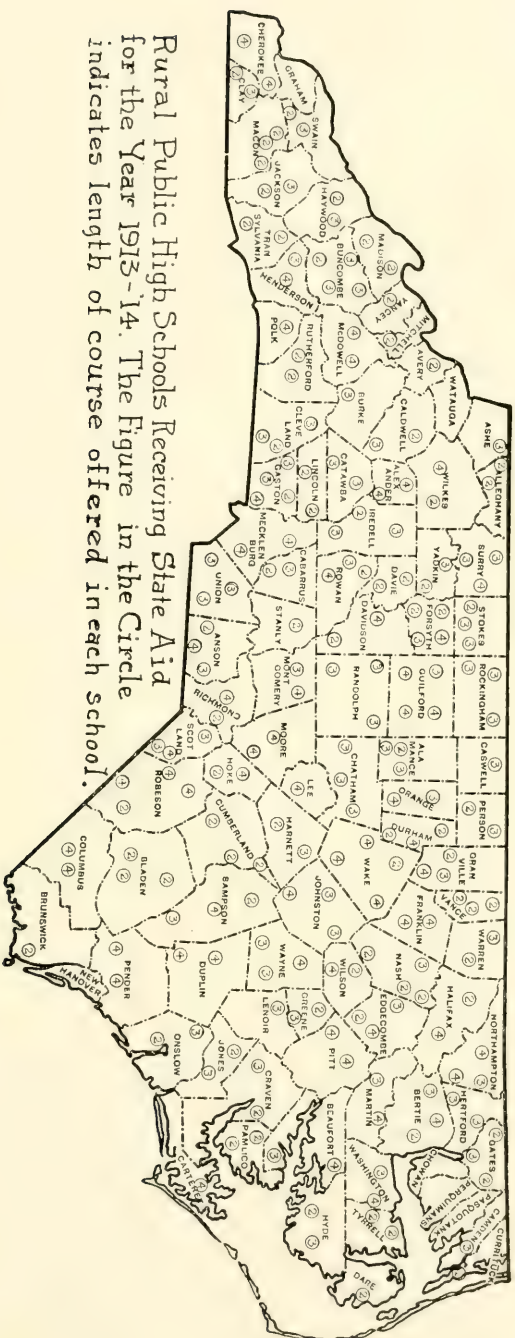
Outside Students:

Number of students enrolled from outside local district.....	2,474
Boys	1,323
Girls	1,151

Teachers Enrolled:

Number of teachers enrolled.....	320
Male	84
Female	236

NORTH CAROLINA



Pupils and Teachers in Elementary Schools:

Pupils enrolled in elementary schools operated in connection with public high schools	*32,197
Number of teachers in elementary schools operated in connection with public high schools.....	760

Cost Per High School Student:

Average cost per pupil enrolled.....	\$26.55
Average cost per pupil in daily attendance.....	35.01

Principals' Salaries:

Number of principals receiving \$1,000 or more.....	42
Number of principals receiving \$900 or more, but less than \$1,000..	25
Number of principals receiving \$800 or more, but less than \$900..	47
Number of principals receiving \$700 or more, but less than \$800..	45
Number of principals receiving \$600 or more, but less than \$700..	26
Number of principals receiving \$500 or more, but less than \$600..	14
Number of principals receiving less than \$500.....	10
Average salary paid principals (not counting three schools receiving students on a tuition basis).....	\$501.04

RURAL PUBLIC HIGH SCHOOLS—SUMMARY OF TABLE I.**Schools:**

Number of schools established.....	212
Schools reporting four-year courses	61
Schools reporting three-year courses	74
Schools reporting two-year courses	77

Teachers:

Total number of high school teachers.....	406
Number giving full time to high school instruction.....	303
Number giving part time to high school instruction.....	103
Number of male teachers	232
Number of female teachers	174
Number of male principals	201
Number of female principals	11

Enrollment:

Total number of students enrolled.....	8,316
Boys enrolled	3,998
Girls enrolled	4,318
Number of fourth-year students enrolled.....	455
Number of third-year students enrolled.....	1,348
Number of second-year students enrolled.....	2,364
Number of first-year students enrolled.....	4,149
Number of students in four-year high schools.....	3,510
Number of students in three-year high schools.....	2,756
Number of students in two-year high schools.....	2,050

*Several of the High School principals did not furnish any information as to the number of pupils enrolled in the elementary school.

Attendance:

Total average daily attendance.....	6,307
Average daily attendance, boys	2,906
Average daily attendance, girls	3,401

RURAL PUBLIC HIGH SCHOOLS—SUMMARY OF TABLE II.

(Number of students pursuing the different branches.)

English:

Grammar	4,377
Composition and rhetoric.....	5,693
Literature	5,959

Mathematics:

Advanced arithmetic	4,588
Algebra	6,059
Plane geometry	1,333
Solid geometry	300
Trigonometry	14

History:

English history	3,029
General history	1,845
Ancient history	1,760
American history	1,940
History of North Carolina.....	208

Foreign Languages:

Latin	6,458
Greek	12
French	498
German	374

Science:

Physical geography	2,055
Physics	645
Introduction to science	1,553
Agriculture	820
Botany	192
Physiology	607
Chemistry	160
Biology	42
Geology	5

Miscellaneous:

Commercial geography	80
Drawing	622
Music	648
Business methods and commercial courses.....	187
Civics	248
Spelling	4,956
Domestic science	202
Education	20
Economics	6
Writing	152

RURAL PUBLIC HIGH SCHOOLS—SUMMARY OF TABLE III.**Receipts:**

From local taxation	\$71,546.86	
From private donations	9,019.10	
From county apportionments	67,306.74	
From State appropriation	74,200.00	
Balance on hand from last year.....	14,517.48	
Overdrafts paid from local funds.....	1,572.12	
Total receipts		\$238,162.30

Disbursements:

For principals' salaries	\$167,793.27	
For salaries of assistant teachers.....	43,329.70	
For fuel, janitors, and incidentals.....	9,690.02	
Total expenditures		220,812.99
Balance on hand		*\$17,349.31

GENERAL SUMMARY OF TABLES I AND IV.

Schools:	Rural.	City.	Total.
Number of schools	212	67	279
Schools reporting four-year courses	61	42	103
Schools reporting three-year courses	74	22	96
Schools reporting two-year courses	77	3	80
Teachers:			
Total number of high school teachers.....	406	322	728
Number giving full time to high school instruction	303	272	575
Number giving part time to high school instruction	103	50	153
Number of male teachers	232	111	343
Number of female teachers	174	211	385
Number of male principals	201	60	261
Number of female principals	11	7	18
Enrollment:			
Total number of students enrolled.....	8,316	7,372	15,688
Boys enrolled	3,998	3,059	7,057
Girls enrolled	4,318	4,313	8,631
Fourth-year students enrolled	455	688	1,143
Third-year students enrolled	1,348	1,351	2,699
Second-year students enrolled	2,364	2,096	4,460
First-year students enrolled	4,149	3,237	7,386

Attendance

Total average daily attendance.....	6,307	6,017	12,324
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*This is in fact not a true balance, since there were many outstanding vouchers at the time the reports were rendered.

GENERAL SUMMARY OF TABLES II AND V.

(Number of students pursuing the different branches in both rural and city public high schools.)

English:	Rural.	City.	Total.
Grammar	4,377	3,606	7,983
Composition and rhetoric	5,693	4,085	9,778
Literature	5,959	4,633	9,592
Mathematics:			
Advanced arithmetic	4,588	2,970	7,558
Plane geometry	1,333	1,509	3,142
Solid geometry	300		
Trigonometry	14	22	36
History:			
English history	3,029	1,752	4,781
Ancient history	1,760	1,315	3,075
General history	1,845	1,835	3,680
American history	1,760	956	2,896
North Carolina History	208	....	208
Foreign Languages:			
Latin	6,458	5,824	12,282
Greek	12	....	12
French	498	743	1,241
German	374	699	1,073
Science:			
Physical geography	2,055	1,543	3,598
Physics	645	816	1,461
Introduction to science	1,553	581	2,134
Agriculture	820	183	1,003
Botany	192	411	603
Chemistry	160	213	373
Biology	42	116	158
Physiology	607	463	1,070
Geology	5	28	33
Miscellaneous:			
Commercial geography	80	131	211
Drawing	622	241	863
Business and commercial courses.....	187	382	569
Domestic science	202	983	1,185
Manual training .....	....	230	230
Music	648	40	688
Singing .....	....	544	544
Civics	248	432	680
Spelling	4,956	2,164	7,120
Penmanship	152	30	182

TABLE 1.—RURAL PUBLIC HIGH SCHOOLS—Showing Schools, Principals, Length of Term, Years in Course, Enrollment, Attendance, and Teachers and Pupils in Elementary Schools.

County	Public High School 1913-'14	Post-office	Principal	Length of Term in Weeks	Number of Years in Course	High School Teachers		Enrollment		Average Daily Attendance	Elementary School in Connection With Public High School				
						Whole Time	Part Time	Boys	Girls		Total	Teachers	Pupils		
Alamance	Friendship.....	Burlington, R. 1.....	M. C. Terrell.....	32	2	1	1	11	11	22	9	11	20	2	57
	Hawfields.....	Mebane, R. F. D.....	J. H. Johnston.....	28	3	1	1	12	11	23	11	10	21	3	150
	Sylvan.....	Liberty, R. F. D.....	Blake E. Isley.....	34	3	1	1	20	14	34	18	13	31	4	166
	Stony Point.....	Stony Point.....	J. L. Teague.....	35	4	2	2	27	27	54	16	17	33	3	189
Alexander	Taylorsville.....	Taylorsville.....	J. T. Moore.....	28	4	2	2	29	23	52	22	18	40	4	269
	Sparta.....	Sparta.....	J. H. Gentry.....	28	2	1	1	20	23	43	15	16	31	3	81
Alleghany	Turkey Knob.....	Mouth of Wilson, Va., R. F. D.....	Jerry Day.....	28	2	1	1	11	11	22	18	19	17	3	118
	Lifesville.....	Lifesville.....	J. A. McArthur.....	30	3	1	1	16	17	33	11	15	26	2	112
Anson	Morven.....	Morven.....	J. F. Lowrance.....	32	4	2	2	21	24	45	19	23	42	5	157
	Polkton.....	Polkton.....	E. P. Mendenhall.....	32	2	1	1	11	12	23	8	8	16	2	115
Ashe.....	Helton.....	Sturgills.....	A. L. Weaver.....	29	3	1	1	18	11	29	9	10	19	2	130
Avery.....	Elk Park.....	Elk Park.....	W. W. Stedman.....	32	2	1	1	10	8	18	8	6	14	2	128
Beaufort	Aurora.....	Aurora.....	B. F. Ames, Jr.....	32	3	1	1	12	16	28	10	13	23	3	74
	Pantego.....	Pantego.....	A. W. Davenport.....	36	4	2	2	22	26	48	14	24	38	4	104
Bertie	Aulander.....	Aulander.....	J. B. Thorn, Jr.....	34	4	1	1	28	18	46	17	15	32	4	147
	Lewiston.....	Lewiston.....	C. G. Smith.....	32	3	1	1	9	16	25	8	14	22	3	80
Bladen	Mars Hill.....	Coleman, R. F. D.....	Miss Clara M. Pigg.....	30	2	1	1	15	12	27	12	10	22	3	129
	Abbotsburg.....	Abbotsburg.....	F. E. Howard.....	28	2	1	1	11	10	21	9	9	18	3	103
Bladenboro	Bladenboro.....	Bladenboro.....	B. E. Goode.....	28	2	1	1	17	19	36	11	11	22	4	227
	White Oak.....	White Oak.....	W. W. Woodhouse.....	32	2	1	1	19	32	51	13	21	34	2	110
Brunswick	Southport.....	Southport.....	Robert E. Ranson.....	32	2	1	1	14	19	33	11	16	27	4	235
	Barnardsville.....	Barnardsville.....	F. A. Penland.....	32	3	1	1	28	28	56	20	19	39	2	178
Buncombe	Fairview.....	Fairview.....	R. H. Hutchison.....	32	3	1	1	12	36	48	10	30	40	3	142
	Homing Valley.....	Candler.....	E. E. Connor.....	32	2	1	1	21	16	37	11	9	20	2	106
Mt. Carmel	Mt. Carmel.....	Asheville, R. 4.....	C. Fred Jarvis.....	32	3	1	1	15	14	29	11	9	20	2	148

TABLE I—Continued.

County	Public High School 1913-'14	Post-office	Principal	Length of Term in Weeks	Number of Years in Course	High School Teachers		Enrollment		Average Daily Attendance		Elementary School in Connection With Public High School				
						Whole Time	Part Time	Boys	Girls	Total	Boys		Girls	Total		
Burke	Glen Alpine	Glen Alpine	E. M. Coulter	36	3	2		29	30	59	26	29	55	4	147	
Cabarrus	Rocky River	Concord	W. F. McCanness	32	2	1		13	10	23	9	9	18		181	
Caldwell	Wincoff	Concord, R. F. D.	W. J. Weddington	32	3	1		14	18	32	12	15	27	2	92	
	Granite Falls	Granite Falls	H. S. Grant	32	3	1	1	110	114	124	18	19	117	13	1204	
Camden	Oak Hill	Lenoir, R. F. D.	W. G. Hartzog	32	2	1		7	10	17	5	8	13	2	74	
	South Mills	South Mills	G. L. Tabor	32	3	1		1	15	22	37	9	19	28	3	100
Carteret	Atlantic	Atlantic	J. W. Harrison	35	4	2		1	15	28	43	12	22	34	4	146
Caswell	Milton	Milton	J. C. Kelly	28	3	1		1	13	11	24	10	20	2	62	
Catawba	St. James	Newton, R. F. D. 2	C. I. Morgan	28	3	1		1	13	12	25	10	9	19	2	53
Chatham	Starlown	Newton, R. F. D. 1	Rev. H. G. Kopenhaver	28	3	1		1	19	36	55	13	33	46	3	122
	Merry Oaks	Merry Oaks	Earl R. Franklin	32	3	1		1	21	17	38	15	11	26	3	110
Cherokee	Pittsboro	Pittsboro	F. M. Williamson	32	3	1		1	17	27	44	13	22	35	3	99
	Siler City	Siler City	C. O. Small	32	3	2		1	24	32	56	16	33	49	4	225
Clay	Andrews	Andrews	W. H. Crawford	32	4	2		2	20	27	47	16	20	36	11	492
	Murphy	Murphy	M. L. Wright	28	4	2		2	15	33	48	12	30	42	7	261
Cleveland	Elf	Hayesville, R. F. D.	F. Higdon and L. E. Mauney	30	2	1		9	12	21	7	9	16	2	180	
	Hayesville	Hayesville	E. L. Adams	36	3	1		1	17	21	38	14	17	31	3	153
Columbus	Fallston	Fallston	S. C. Gettys	32	3	1		1	26	25	51	17	14	31	3	19
	Grover	Grover	Miss N. M. Livingston	32	3	1		1	24	13	37	19	10	29	3	101
Craven	Waco	Waco	A. A. Keener	28	2	1		20	18	38	12	12	24	3	97	
	Chadbourn	Chadbourn	H. M. Bowling	32	4	2		1	20	34	54	16	27	43	6	253
Cumberland	Whiteville	Whiteville	C. R. Spencer	36	4	3		1	32	37	69	27	32	59	7	302
	Dover	Dover	W. G. Gaston	36	3	1		1	14	26	40	12	23	35	3	146
Cumberland	Vanceboro	Vanceboro	G. O. Marshall	32	2	4		5	11	16	4	18	12	5	151	
	Godwin	Godwin	W. A. Nicholson	28	2	1		13	10	23	8	9	17	3	97	
	Hope Mills	Hope Mills	E. J. Olive	28	2	1		12	15	27	9	9	18	4	280	

Stedman	Stedman	H. W. Scott, Jr.	30	2	2	1	1	6	8	14	4	8	12	3	92	
Currituck	Poplar Branch	R. W. Isley	32	2	2	1	1	7	14	21	6	11	17	2	116	
Dare	Manteo	E. W. Joyner	32	2	1	1	1	7	32	39	6	27	33	3	98	
Davidson	Churchland	S. G. Hasty	28	4	2	2	2	36	15	51	30	12	42	3	121	
	Denton	P. C. Cullum	28	2	1	1	1	10	10	20	6	8	14	3	145	
Davie	Cooleridge	J. R. Phipps	32	2	2	1	1	14	12	26	11	9	20	6	314	
	Farmington	M. N. Walker	28	2	1	1	1	13	18	31	8	14	22	2	77	
Duplin	Teachys	P. E. Shaw	28	4	2	2	2	32	28	60	21	20	41	3	120	
	Warsaw	J. S. Edwards	32	4	2	2	2	30	37	67	25	28	53	4	182	
Durham	Bahama	Frank Frazier	17	2	1	1	1	19	113	132	113	19	122	2	65	
	East Durham	T. A. Holton	36	4	4	4	4	46	58	104	138	147	85	9	508	
	Durham, R. F. D. 3	S. J. Hesketh	30	2	1	1	1	9	12	21	5	10	15	2	73	
Edgecombe	Battleboro	L. L. Hargrave	36	3	1	1	1	25	12	37	119	49	128	3	107	
	Macesfield	G. E. Taber	34	2	1	1	1	7	5	12	5	5	10	3	146	
	Tarboro	R. M. Davis	36	4	4	4	4	1	52	61	113	43	51	97	11	458
	Bethania	W. C. Guess	28	2	1	1	1	15	18	33	14	17	31	2	36	
Forsyth	Kernersville	Arnold Hall	32	3	1	1	1	28	33	61	19	23	42	5	186	
	Lewisville	Jas. R. Craven	28	2	1	1	1	13	12	25	7	9	16	3	100	
Franklin	Walkertown	D. M. Stallings	28	4	2	2	2	21	33	54	11	20	31	5	208	
	Bunn	Leslie G. Bullard	32	4	1	1	1	2	30	19	49	22	16	38	5	114
	Louisburg	W. R. Mills	36	4	2	2	2	1	30	32	55	117	124	15	1204	
Gaston	Belmont	H. A. Query	32	4	2	2	2	18	32	50	12	21	36	7	408	
	Cherryville	Joe R. Nixon	32	3	2	2	2	1	36	28	64	26	21	50	8	481
	Dallas	J. B. Heason	32	3	2	2	2	18	16	34	16	13	29	5	290	
	Stanley	R. H. Cline	32	2	1	1	1	5	14	19	4	11	15	3	141	
Gates	Gatesville	Earl A. Thompson	32	3	1	1	1	18	17	35	15	14	29	3	101	
	Gates	Mrs. T. W. Costen	32	2	1	1	1	12	14	26	9	10	19	4	122	
	Sunbury	A. L. Hamilton	32	2	1	1	1	13	11	24	12	10	22	2	92	
Granville	Creedmoor	R. A. Pope	32	4	2	2	2	18	23	41	10	14	24	3	195	
	Knap of Reeds	R. P. Crumpler	28	2	1	1	1	19	12	31	13	10	23	2	57	
	Stem	R. H. Clayton	28	3	1	1	1	1	33	18	51	27	41	3	116	
Greene	Hookerton	R. J. Matlock	32	3	1	1	1	1	21	11	32	14	11	11	163	
	Snow Hill	L. M. Epps	36	2	1	1	1	6	13	19	4	10	14	2	198	
Guilford	Jamestown	E. J. Coltrane	32	4	4	4	4	59	58	117	47	46	93	6	223	
	Monticello	Brown Summit	28	4	2	2	2	27	18	45	23	14	37	4	131	
	Pleasant Garden	F. L. Foust	32	4	4	4	4	54	54	108	48	48	96	4	147	
	Summerfield	J. Wilson Carroll	32	3	1	1	1	1	21	19	40	14	15	3	87	
Halifax	Aurorian Springs	J. C. Stuart	32	2	1	1	1	12	23	35	5	16	21	2	87	
	Enfield	John T. Cobb	32	4	2	2	2	25	28	53	19	22	41	7	239	

Higdonville.....	Higdonville.....	Miss Grace Council.....	28	2	1	1	9	9	18	5	6	11	2	74	
Iola.....	Franklin, R. 3.....	Miss Mary E. Wells.....	28	2	1	1	12	18	30	9	13	22	2	100	
Madison.....	Marshall.....	S. C. Brown.....	32	2	1	1	19	21	40	12	13	25	2	91	
Spring Creek.....	Spring Creek.....	J. F. Edwards.....	32	2	1	1	8	18	26	7	12	19	2	157	
Robersonville.....	Robersonville.....	W. H. Mizelle.....	32	3	1	1	21	29	50	15	21	36	5	216	
Williamston.....	Williamston.....	J. T. Jerome.....	35	4	2	1	20	21	41	14	17	31	5	188	
Marion.....	Marion.....	I. C. Griffin.....	36	4	4	2	39	39	78	32	32	64	8	335	
Nebo.....	Nebo.....	G. H. Weaver.....	32	4	3	2	1	14	28	42	11	21	35	4	124
Huntersville.....	Huntersville.....	B. L. Baker.....	32	4	3	4	41	28	69	34	24	58	5	191	
Matthews.....	Matthews.....	Gilliam Craig.....	32	4	2	1	27	31	58	23	26	49	3	111	
Spruce Pine.....	Spruce Pine.....	D. W. Crawford.....	24	2	1	1	10	10	20	7	8	15	3	103	
Biscoe.....	Biscoe.....	C. L. Bivens.....	36	4	1	1	29	27	56	22	22	44	4	216	
Troy.....	Troy.....	S. G. Lindsay.....	32	3	1	1	13	20	33	12	15	27	4	215	
Carthage.....	Carthage.....	C. G. Credle.....	36	4	3	3	25	37	62	29	31	51	4	208	
Southern Pines.....	Southern Pines.....	H. W. Rinker.....	32	4	2	2	7	17	24	4	11	15	2	96	
Castalia.....	Castalia.....	G. B. Brookbank.....	28	3	1	1	11	17	28	48	43	21	3	116	
Mt. Pleasant.....	Bailey.....	Arnold W. Byrd.....	32	2	1	1	113	111	124	110	17	117	4	1243	
Red Oak.....	Rocky Mount, R. F. D.....	H. A. Nanney.....	32	2	2	2	20	13	33	13	11	24	3	174	
Whitakers.....	Whitakers.....	J. I. White.....	36	2	2	2	14	23	37	10	20	39	3	105	
Rich Square.....	Rich Square.....	R. S. Proctor.....	32	4	2	2	1	27	28	55	121	122	5	111	
Seaboard.....	Seaboard.....	W. D. Barbee.....	32	4	2	2	14	23	37	19	20	30	3	105	
Severn.....	Severn.....	H. J. Massey.....	32	3	1	1	7	9	16	5	6	11	3	59	
Jacksonville.....	Jacksonville.....	E. J. Wellons.....	32	2	1	1	16	21	37	13	17	30	4	1139	
Richlands.....	Richlands.....	John W. Hall.....	36	3	1	1	22	29	51	17	21	41	6	217	
Chapel Hill.....	Chapel Hill.....	H. B. Marrow.....	36	4	2	3	27	38	65	19	27	46	5	147	
Hillsboro.....	Hillsboro.....	W. W. Rogers.....	32	3	2	2	29	24	53	19	18	37	4	177	
Alliance.....	Alliance.....	Claude L. Ives.....	30	2	1	1	12	14	26	9	12	21	2	77	
Oriental.....	Oriental.....	A. V. Cole.....	32	2	1	1	10	16	26	5	9	14	3	105	
Atkinson.....	Atkinson.....	T. S. Teague.....	32	4	2	2	23	21	44	19	19	38	4	141	
Burgaw.....	Burgaw.....	C. O. Fisher.....	32	4	2	2	26	15	41	19	13	32	5	171	
Bethel Hill.....	Bethel Hill.....	Mrs. J. A. Beam.....	28	3	1	1	18	16	34	11	12	23	3	52	
Roxboro, R. 1.....	Roxboro, R. 1.....	Miss Allene Patton.....	28	2	1	1	12	7	19	8	6	14	2	149	
Bethel.....	Bethel.....	H. O. Craver.....	32	4	2	1	23	17	40	13	14	27	6	165	
Farmville.....	Farmville.....	H. H. McLean.....	32	4	3	3	15	19	34	12	13	25	8	292	
Columbus.....	Columbus.....	E. W. S. Cobb.....	32	4	2	2	34	32	66	25	24	49	2	56	
Farmer.....	Farmer.....	Miss C. Linnie Shamburger.....	32	3	1	1	25	20	45	19	17	36	3	90	
Liberty.....	Liberty.....	B. M. Rogers.....	32	3	2	2	1	24	32	56	17	21	38	3	174
Trinity.....	Trinity.....	D. C. Johnson.....	28	3	1	1	1	17	28	45	13	24	37	3	122

TABLE I—Continued.

County	Public High School 1913-'14	Post-office	Principal	Length of Term in Weeks	Number of Years in Course	High School Teachers		Enrollment		Average Daily Attendance		Elementary School in Connection With Public High School	Pupils	
						Whole	Part	Boys	Girls	Total	Boys			Girls	Total	Teachers
Richmond	Hoffman	Hoffman	James Hutchins	36	2	1	---	6	13	19	5	11	16	2
	Robertel	Robertel	W. C. McColl	35	4	2	---	17	19	36	14	13	27	3
	Lumber Bridge	Lumber Bridge	J. C. Jones	32	4	1	1	11	15	26	9	10	19	3
Robeson	Orrum	Orrum	M. Shepherd	32	2	1	---	26	9	35	14	6	20	4
	Philadelphus	Red Springs, R. F. D.	C. E. Teague	31	4	2	---	17	16	33	13	14	27	2
	Rowland	Rowland	W. A. Dees	36	4	2	1	28	36	64	21	29	50	4
Rockingham	Madison	Madison	J. L. Harrison	28	3	2	---	12	18	30	9	13	22	3
	Ruffin	Ruffin	O. V. Hicks	28	3	1	1	20	25	45	12	19	31	3
	Stoneville	Stoneville	Eugene Trivette	29	3	1	1	17	24	41	12	19	31	4
Rowan	China Grove	China Grove	R. D. Jenkins	32	4	3	---	26	22	48	23	20	43	5
	Mt. Ulla	Mt. Ulla	N. N. Fleming, Jr.	32	3	1	1	13	14	27	10	10	20	2
	Woodleaf	Woodleaf	J. Arthur Strawn	28	2	1	---	14	15	29	10	12	22	2
Rutherford	Forest City	Forest City	W. R. Hill	30	4	2	---	23	24	47	18	19	37	6
	Rutherfordton	Rutherfordton	J. E. Crutchfield	32	4	2	---	14	25	39	11	19	30	5
	Clinton	Clinton	L. C. Kerr	28	4	3	---	41	67	108	31	57	88	7
Sampson	Garland	Garland	Fred R. Yoder	32	3	1	1	7	9	16	6	7	13	4
	Newton Grove	Newton Grove	Millard F. Hart	28	2	1	---	9	7	16	5	5	10	3
	Laurinburg	Laurinburg	Barron P. Caldwell	36	4	4	1	36	46	82	33	43	76	18
Scotland	Mason's Cross	Mason's Cross	L. M. Peele	32	3	1	1	14	6	20	11	5	16	3
	Spring Hill	Spring Hill	L. B. Olive	32	3	1	1	12	11	23	9	9	18	2
	New London	New London	N. E. Wright	32	2	1	---	16	14	30	12	11	23	2
Stanly	King	King	Chas. E. Hiatt	28	3	1	1	17	21	38	11	15	26	3
	Pinnacle	Pinnacle	R. A. Sullivan	28	2	1	---	18	14	32	9	10	19	3
	Walnut Cove	Walnut Cove	J. W. Scroggs	28	3	1	1	29	21	50	18	16	34	3
Surry	Dobson	Dobson	H. W. Baker	28	3	1	1	6	18	24	4	16	20	2
	Pilot Mountain	Pilot Mountain	E. L. Hendren	32	4	2	---	33	14	47	20	13	33	3
	Rockford	Rockford	J. E. Smith	28	3	1	1	13	18	31	6	9	15	3

PUBLIC HIGH SCHOOLS, 1913-1914

27

Swain.....	Almond.....	Almond.....	Harry F. Latshaw.....	30	2	1	1	11	12	23	5	8	13	97
	Bryson City.....	Bryson City.....	A. B. Combs.....	32	3	1	1	24	29	53	17	22	39	327
Transylvania.....	Penrose.....	Penrose.....	A. B. Riley.....	28	2	1		10	9	19	5	4	9	77
	Rosman.....	Rosman.....	J. R. Sloan.....	28	2	1		7	15	22	4	10	14	4
Tyrell.....	Columbia.....	Columbia.....	W. S. Cook.....	28	2	1		14	14	28	9	9	15	3
	Columbia*.....	Columbia, R. F. D.....	J. W. Bennett.....	35	2	1		15	8	23	11	6	17	2
Union.....	Suppennong.....	Marshallville.....	G. M. Garrison.....	32	3	1	1	1	25	18	43	18	32	4
	Marshallville.....	Marshallville.....	H. C. Craver.....	32	3	1	1	1	39	30	69	13	20	33
	Unionville.....	Unionville.....	V. A. Moore.....	30	3	1	1	1	23	10	33	18	6	24
Vance.....	Wesley Chapel.....	Monroe, R. 5.....	S. R. Bivens.....	24	2	1		23	7	30	14	5	19	2
	Bona Vista.....	Henderson.....	A. R. Phillips.....	28	2	1		5	7	12	4	6	10	2
	Kittrell.....	Kittrell.....	F. S. Barbee.....	28	2	1		7	17	24	45	112	117	2
	Townesville.....	Townesville.....	T. E. Story.....	32	2	1		16	13	29	11	9	20	3
Wake.....	Bay Leaf.....	Neuse, R. 1.....	M. B. Dry.....	32	4	3		67	64	131	51	54	105	6
	Cary.....	Cary.....	J. E. Pearson.....	32	4	2		27	23	50	23	21	44	3
	Holly Springs.....	Holly Springs.....	E. H. Moser.....	36	4	2	1	39	45	84	35	41	77	9
	Wakelon.....	Zebulon.....	Herbert Scholz.....	32	2	1		12	12	24	9	9	18	3
Warren.....	Macon.....	Macon.....	E. P. Dixon.....	32	3	1	1	12	11	23	9	9	18	3
	Wise.....	Wise.....	H. C. Griffin.....	36	4	2		22	15	37	16	12	28	59
Washington.....	Creswell.....	Creswell.....	W. H. Jones.....	32	3	1	1	6	16	22	4	14	18	2
	Roper.....	Roper.....	G. W. Rhodes.....	32	3	1	1	10	16	26	8	13	21	4
Wayne.....	Falling Creek.....	Falling Creek.....	J. H. Allen.....	32	4	2		32	16	48	12	7	19	3
	Pikeville.....	Pikeville.....	E. C. Harris.....	32	3	1	1	27	15	42	15	8	23	4
	Seven Springs.....	Seven Springs.....	J. H. Workman.....	32	2	1		17	11	28	10	8	18	2
Wilkes.....	Ronda.....	Ronda.....	R. W. Bobbitt.....	32	4	2	1	30	35	65	18	24	42	4
	Wilkesboro.....	Wilkesboro.....	E. L. Green.....	32	4	2		19	17	36	13	14	27	5
Wilson.....	Lucama.....	Lucama.....	C. O. Armstrong.....	32	2	1		16	9	25	13	6	19	3
	Rock Ridge.....	Rock Ridge.....	J. T. Yeargin.....	32	3	1	1	22	25	47	11	18	29	4
Yadkin.....	Boonville.....	Boonville.....	Paul H. Nance.....	32	2	1		16	16	32	12	13	25	2
	Courtney.....	Courtney.....	J. P. Bennett.....	32	2	1		14	23	37	11	17	28	2
Yancey.....	Bald Creek.....	Bald Creek.....		32	2	1								2

*No report for 1913-'14 or 1912-'13; statistics for 1911-'12.

†This item omitted from report; number given is that reported for 1912-'13.

‡Estimated.

Hominy Valley	37	15	11	11	25	9	4	17	20	12	37	18 ¹⁰
Mt. Carmel	59	21	20	21	27	9	8	16	14	8	29	
Burke	29	27	33	33	17	19	13	19	27	19	27	
Cabarrus	23	14	23	23	14	23		9	14	13	27	
Caldwell	32	17	15	15	32	7	7	15	17	32	32	
Granite Falls	24	16	16	12	20	23	7	7	12	17	17	
Oak Hill	17	17	17	14	17			10	3	8	17	
South Mills	37		37	13	7	37	6	6	18	5	32	
Camden	43	17	26	43	28	26	8	11	17	15	43	11 ¹
Atlantic	24	8	8	24	4	8		5	6	8	8	5 ¹⁰
Milton	25	11	10	4	16	24	2	11	11	4	2	24
St. James	55	46	55	55	43	45	10	33	20	10	45	55
Startown	38	20	18	38	30	30	1	20	18	4	23	31
Merry Oaks	44	22	22	44	22	41	12	34	10	29	7	44
Pittsboro	56	28	27	30	6	6		22	27	10	48	
Siler City	47	17	47	47	17	17	3	12	17	15	3	17
Andrews	48	21	21	21	21	19	8	3	21	19	31	8
Murphy								3				
Hayesville	38	10	25	3	25	38	2	23	10	4	38	20 ¹
Fallston	51	26	20	20	48	43	8	2	21	12	37	10
Grover	37	12	32	37	23	37	10	4	14	12	5	11
Waco	38	33	33	38	33	38	6	23	15	12	37	16
Chadbourn	54	36	45	45	35	44	17	15	20	7	11	34
Whiteville	69	28	69	69	60	60	16	3	23	28	11	8
Dover	40	27	13	40	26	14	3	16	14	16	16	40
Vanceboro	16	16	12	12	10	4		12		16	5	16
Godwin	23	10	13	13	23	13	5		14	23	2	13
Hope Mills	27	21	6	11	21	27		16	11	25	27	6
Stedman	14	10	4	4	10	14		4	10	4	10	14
Poplar Branch	21	7	21	21	19		2	11	8	2	20	1
Dare	39	11	39	39	28	37		30	33	33	39	14
Churchland	51	30	30	16	15	38	13	8	11	20	51	7 ¹¹
Denton	20	17	20	20		18	2	15	5	20	20	5 ³
Coolmore	26	21	21	8	18	26	8	6	12	13	25	25
Farmington	31	31			31	31	4				31	31
Teachey's	60	32	60	60	35	51	6	1	22	37	25	25
Warsaw	67	30	22	33	52	61	15	15	22	30	22	67

[illegible]

TABLE II—Continued.

County	Public High School 1912-13	English		Mathematics			History		Foreign Languages				Science					Miscellaneous															
		Grammar		Composition		Literature	Advanced Arithmetic		Algebra	Plane Geometry		Solid Geometry	Ancient	English	General	American	Latin	Greek	French	German	Physical Geography	Physiology	Introduction to Science	Botany	Physics	Chemistry	Agriculture	Spelling	Drawing	Singing	Commercial Work		
Martin	Robersonville	50	21	29	50	21	50	10					21	29			45						21										
	Williamston	41	13	14	28	12	26	9					14	13	5	9	41			14	13			20	5					9		7	
McDowell	Marion	78	32	78	78	32	49	29					17	21	17	8	56			8	17					21		32	78		27	33 ²	
	Nebo	42	21	42	9	36	21	6					6	15	14	10	42									6		14		19	20	27 ¹²	
Mecklenburg	Huntersville	69	19	49	69	27	68	19	5				26	19	18	6	63				19												
	Matthews	58	13	43	38	20	58	31	11				5	13			40			7													
Mitchell	Spruce Pine	20	11	11		11	11	10					5				5				4			11								7 ¹⁰	
	Montgomery	56	37	56	56	27	32	13					33	17	11		45		15														
Moore	Troy	33	9	24	33	16	33	11					9	24			33		3		9					11							
	Carthage	62	35	18	9	35	53	9					35	18			9	62		18													
Nash	Southern Pines	24	23	23									6				3	4	16		4											23 ¹	
	Castalia	28	20	28	28	22	23	6					8	7	2		16				13												
Northampton	Mt. Pleasant	170	17	17	9	9	1	1					8	9			15				10												
	Red Oak	44	15	15		32	36	4					11				21				30												
Onslow	Whitakers	33	33	33	33	15	33	13					13	10			24		13														
	Rich Square	55	37		18		34	18					19				55			7	17												
Orange	Seaboard*	37	12	12	9	12	16	10					12	12			28		10	6	12												
	Seyern	16	3	12	14	4	11	3					3	7			7		8														
Pamlico	Jacksonville	37				35	6	3					17	22			28			19													
	Richlands	51	31	46	50	25	42	15					25	5			39		15		6												
Wayne	Chapel Hill	65	32	33	65	32	60	11					18	32			61		15		14												
	Hillsboro	53	29	24	53	45	53	13					28	17	10		46			15													
	Alliance	26	26	26	3	2							16				14																

		26	11	15	26	24	24	26	11	26	26	26	9 ^a
Pender	Oriskany	41	18	42	19	31	9	4	12	16	12	8	41
	Atkinson	41	18	41	41	27	37	14	4	18	25	14	36
	Burgaw	41	18	41	41	27	37	14	4	18	25	14	36
Person	Bethel Hill	34	9	17	17	19	1	7	10	10	10	10	34
	Bethel	34	9	17	17	19	1	7	10	10	10	10	34
	Bushy Fork	34	9	17	17	19	1	7	10	10	10	10	34
Pitt	Bethel	40	14	38	40	34	27	4	4	13	12	14	31
	Farmville	34	34	34	34	26	8	30	5	41	30	5	41
	Columbus	66	21	31	31	27	33	4	30	30	5	41	31
Polk	Farmville	45	27	27	27	33	4	8	27	8	21	30	21
	Liberty	56	25	56	56	34	56	14	25	17	30	45	30
	Trinity	45	19	45	45	34	45	11	20	25	45	10	45
Randolph	Hoffman	36	10	34	34	10	28	8	10	22	5	25	22
	Robert	26	26	16	10	16	8	4	4	12	5	4	26
	Lumber Bridge	25	28	16	10	18	14	4	7	7	22	7	22
Richmond	Oriskany	33	21	20	20	28	33	7	17	7	24	7	24
	Philadelphus	64	34	34	34	33	23	11	16	18	17	12	32
	Rowland	30	30	45	20	32	25	13	11	20	35	13	35
Robeson	Madison	45	45	45	20	32	25	13	11	20	35	13	35
	Ruffin	41	20	41	8	20	28	8	20	14	8	41	8
	Stoneville	48	33	15	15	33	12	3	33	12	3	37	3
Rockingham	Mt. Ulla	27	26	13	13	26	5	2	14	5	26	2	26
	Woodleaf	29	16	18	14	5	9	20	20	8	5	47	8
	Forest City	47	26	21	47	22	19	19	6	18	5	47	11
Rowan	Rutherfordton	39	36	36	36	36	10	23	10	44	54	10	108
	Clinton	108	44	108	44	98	23	10	44	54	10	108	32
	Garland	16	4	12	12	12	12	12	3	12	11	11	11
Sampson	Newton Grove	16	2	15	16	10	8	43	7	12	20	17	42
	Laurinburg	82	33	82	82	10	10	10	10	11	20	20	20
	Mason's Cross	20	4	16	20	9	10	11	15	15	16	16	16
Scotland	Spring Hill	23	5	8	18	16	6	11	15	15	20	20	20
	New London	30	26	2	26	28	26	26	5	20	20	20	20
	King	38	22	16	38	22	16	1	22	15	37	37	37
Stanly	Pinnacle	32	26	6	32	24	30	3	9	24	9	13	13
	Walnut Cove	50	33	11	40	22	30	6	14	26	30	30	30
	Dobson	24	13	11	23	24	2	9	9	2	19	2	19
Stokes	Pilot Mountain	47	46	19	47	46	2	21	27	2	41	2	41
	Rockford	31	3	9	12	12	2	2	9	8	9	8	8
	Rockford	31	3	9	12	12	2	2	9	8	9	8	8
Surrey	Rockford	31	3	9	12	12	2	2	9	8	9	8	8
	Rockford	31	3	9	12	12	2	2	9	8	9	8	8
	Rockford	31	3	9	12	12	2	2	9	8	9	8	8

TABLE II—Continued.

County	Total Enrollment	English			Mathematics			History			Foreign Languages			Science							Miscellaneous											
		Grammar		Composition	Literature	Advanced Arithmetic			Algebra	Plane Geometry	Solid Geometry	Ancient	English	General	American	Latin	Greek	French	German	Physical Geography	Physiology	Introduction to Science	Botany	Physics	Chemistry	Agriculture	Spelling	Drawing	Singing	Commercial Work		
Swain	23	13	13		13	5			13			13				5				13												131
	53	30	53	53	30	39	15		19			53				53				30												191
	19	9	9	4		9	3		10	2		19				19				3			4									
	22	17	5	5	19	22	4		17			17				17						12										
Tyrrell	28	16	28	28	16	12			16			16				28				12												
	23	14	10	23	6	16			12	11		20				20				12												
	43	18	14	4	31	24	3		3	15	23	19				19				12												
	69	26	48	32	24	37	12	2	25	18		27				27				17												
Union	33		33		12	33	10		12	4		7	33							30												
	30	21	30	30	30	30			7	6		15				15				7												
	12	3	7	3	3	4	4			12		12				12				3					8							
	21	17	7	7	18	18	2		18			7	12												18							
Vance	29	19	29	10	14	23	3		20	7		21								19												
	131	84	112	76	82	26	8	52	9	32	17	122		11		33	30		37	31	15	36	61									171
	50	27	50	50	27	44	6	6	10	27		8	37			17			17													
	84	30	52	52	30	67	19	10	30	14	25	14	77	26		25			30													253
Warren	24	9	15	24	14	18	7		7	8		13				13			6													59
	23	8	23	23	18	23	5		9	8		15				15																
	37	16	20	37	16	28	8	1	10			24	26						10													910
	22	11	10	22	20	20			4	12	6	12				12			4													610
Wayne	26	12	26	26	13	25	1		13	12	1	16				16			3	9												3110
	48	20	45	45	20	41	8	4	12	20	12	36				36			9	12												
	42	31	42	42	32	19	4		7	31	4	20				20																

TABLE III—RURAL PUBLIC HIGH SCHOOLS—Showing Receipts, Expenditures, Principals' Salaries, Etc.

County	Public High School 1913-14	Receipts					Expenditures					Balance on Hand	Deficit
		Local Taxation	Private Donation	County Apportionment	State Apportionment	Balance from Last Year	Total Receipts for Year	Principal's Salary	Paid Other Teachers	Fuel, Janitor, and Other Incidental Expenses	Total Expenditures		
Alamance	Friendship	\$	\$ 250.00	\$ 250.00	\$ 250.00	\$	\$ 750.00	\$ 750.00	\$	\$	\$ 750.00	\$	\$
	Hawfields	-----	-----	250.00	250.00	23.71	773.71	638.50	71.25	3.00	712.75	60.96	-----
	Sylvan	-----	250.00	325.00	250.00	119.69	694.69	630.00	212.50	4.55	847.05	-----	152.36
Alexander	Stony Point	500.00	-----	500.00	500.00	20.80	1,520.80	743.75	612.50	77.64	1,433.89	86.91	-----
	Taylorsville	400.00	-----	400.00	400.00	-----	1,200.00	490.00	420.00	26.36	936.36	263.64	-----
Alleghany	Sparta	-----	250.00	250.00	250.00	-----	750.00	560.00	-----	50.00	610.00	140.00	-----
	Turkey Knob	-----	250.00	250.00	250.00	-----	750.00	560.00	-----	85.19	645.19	104.81	-----
	Lilesville	250.00	-----	250.00	250.00	-----	750.00	750.00	-----	-----	750.00	-----	-----
Anson	Morven	500.00	-----	500.00	500.00	-----	1,500.00	1,050.00	400.00	50.00	1,500.00	-----	-----
	Polkton	250.00	-----	250.00	250.00	-----	750.00	704.00	-----	46.00	750.00	-----	-----
Ashe	Helton	241.17	-----	200.00	400.00	147.74	988.91	543.75	100.00	1243.29	887.04	101.87	-----
	Elk Park	500.00	-----	500.00	500.00	670.67	1,670.67	800.00	-----	-----	861.38	809.29	-----
Beaufort	Aurora	300.00	20.00	300.00	300.00	376.15	1,296.15	895.00	150.00	61.38	955.00	341.15	-----
	Pantego	500.00	-----	500.00	500.00	354.74	1,854.74	918.50	445.00	99.65	1,463.15	391.59	-----
	Aulander	350.00	-----	350.00	350.00	-----	1,050.00	900.00	89.41	60.59	1,050.00	-----	-----
Bertie	Lewislon	250.00	-----	250.00	250.00	-----	750.00	698.00	-----	52.00	750.00	-----	-----
	Mars Hill	250.00	-----	250.00	250.00	2.24	752.24	512.00	195.49	44.75	752.24	-----	-----
Bladen	Abbottsburg	250.00	-----	250.00	250.00	8.22	758.22	700.00	700.00	5.40	705.40	52.82	-----
	Bladenboro	250.00	-----	250.00	250.00	-----	750.00	700.00	-----	5.00	705.00	45.00	-----
	White Oak	299.65	-----	250.00	250.00	-----	799.65	700.00	-----	9.65	799.65	-----	-----
	Southport	350.00	-----	350.00	450.00	380.83	1,530.83	950.00	320.00	60.00	1,330.00	200.83	-----
Brunswick	Barnardsville	300.00	-----	300.00	300.00	74.33	974.33	1,113.75	-----	33.30	1,147.05	-----	172.72
Buncombe	Fairview	300.00	-----	300.00	300.00	-----	900.00	983.34	-----	11.50	994.84	-----	94.84
	Hominy Valley	300.00	-----	300.00	300.00	258.96	1,158.96	950.00	-----	72.71	1,022.71	136.25	-----
	Mt. Carmel	250.00	-----	250.00	250.00	600.40	1,350.40	480.00	-----	23.08	503.08	847.32	-----
	Glen Alpine	500.00	-----	500.00	500.00	-----	1,500.00	800.00	295.00	-----	1,095.00	405.00	-----
Burke	Rocky River	-----	250.00	250.00	250.00	-----	750.00	745.63	-----	-----	745.63	4.37	-----
Cabarrus	Wincoff	-----	300.00	250.00	250.00	-----	800.00	800.00	-----	-----	800.00	-----	-----

TABLE III.—Continued.

County	Public High School 1913-'14	Receipts					Expenditures				Balance on Hand	Deficit
		Local Taxation	Private Donation	County Apportion- ment	State Apportion- ment	Balance from Last Year	Total Receipts for Year	Principal's Salary	Paid Other Teachers	Fuel, Jan- tuary, and Other In- cidental Expenses	Total Expendi- tures	
Forsyth	Bethania	250.00	250.00	250.00	250.00		750.00	700.00		15.45	715.45	34.55
	Kernersville	250.00		250.00	250.00	383.70	1,133.70	800.00			800.00	333.70
	Lewisville	250.00		250.00	250.00	232.02	982.02	700.00		17.00	717.00	265.02
Franklin	Walkertown	500.00		500.00	500.00	536.18	2,036.18	815.00	385.00	125.85	1,325.85	710.33
	Bunn	500.00		500.00	500.00		200.00	800.00	200.00		1,000.00	
	Louisburg	100.00		100.00	100.00		200.00		200.00		200.00	
Gaston	Belmont	645.35		375.00	375.00	8.13	1,404.08	1,217.50		186.58	1,404.08	
	Cherryville	375.00		375.00	375.00	156.25	1,281.25	1,246.96		34.34	1,281.30	.05
	Dalles	500.00		500.00	500.00	108.80	1,608.80	1,000.00	400.00	140.86	1,540.86	67.94
Gates	Stanley	250.00		250.00	250.00		750.00	720.00		31.90	751.90	1.90
	Gatesville	400.00		400.00	400.00	50.00	1,250.00	800.00	160.00	21.92	981.92	268.08
	Reynoldson	250.00		250.00	250.00	25.20	775.20	720.00		29.68	749.68	25.52
Granville	Sunbury	250.00		250.00	250.00	76.71	826.71	730.00		41.60	771.60	55.11
	Creedmoor	500.00		500.00	500.00	458.20	1,958.20	1,000.00	400.00	50.00	1,450.00	508.20
	Knap of Reeds	250.00		250.00	250.00		750.00	750.00			750.00	
Greene	Stem	250.00		250.00	250.00		750.00	750.00			750.00	
	Hookerton	300.00	300.00	300.00	300.00		900.00	800.00	100.00		900.00	
	Snow Hill	300.00		300.00	300.00		900.00	900.00			900.00	
Guilford	Jamestown	500.00		500.00	500.00	140.01	1,640.01	1,000.00	480.00	104.79	1,584.79	55.22
	Monticello	410.00		400.00	400.00	.03	1,210.03	800.00	400.00	27.03	1,227.03	17.00
	Pleasant Garden	500.00		500.00	500.00		1,500.00	1,000.00	400.00	100.28	1,500.28	.28
Halifax	Summerfield	250.00	83.38	250.00	250.00	88.10	921.48	800.00		58.31	858.31	63.17
	Aurelian Springs	315.65		250.00	250.00		815.65	890.00		15.65	815.65	
	Enfield	250.00		250.00	250.00		750.00	750.00			750.00	
Harnett	Angier	552.20		500.00	500.00		1,052.20	818.00	220.00	14.20	1,052.20	
	Lillington	449.20		250.00	250.00		949.20	900.00		49.20	949.20	
	Clyde	400.00		400.00	400.00		1,200.00	680.00	400.00	54.15	1,134.15	65.85
Haywood	Rock Hill	250.00		250.00	250.00	81.87	831.87	630.00	25.00	43.65	698.65	133.22

TABLE III.—Continued.

County	Public High School 1913-14	Receipts					Expenditures				Balance on Hand	Deficit
		Local Taxation	Private Donation	County Apportionment	State Apportionment	Balance from Last Year	Total Receipts for Year	Principal's Salary	Paid Other Teachers	Fuel, Janitor, and Other Incidentals	Total Expenditures	
Nash	Castalia		400.00	350.00	400.00		1,150.00	850.00	250.00	50.00	1,150.00	
	Mt. Pleasant	350.00		350.00	350.00	124.27	1,074.27	800.00	250.00	24.27	1,074.27	
	Red Oak	250.00		350.00	250.00	194.72	1,044.72	800.00	160.00	84.72	1,044.72	
Northampton	Whitakers	1,000.00		250.00	250.00		1,500.00	900.00	495.00	105.00	1,500.00	
	Rich Square	500.00		500.00	500.00		1,500.00	1,000.00	400.00	70.00	1,470.00	30.00
	Seaboard	570.09		350.00	350.00		1,270.09	766.00	360.00	144.09	1,270.09	
	Severn	300.00		250.00	250.00		800.00	800.00			800.00	
	Jacksonville	616.75		400.00	400.00		1,016.75	1,000.00		16.75	1,016.75	
Onslow	Ridglands	590.00			400.00		990.00	900.00	90.00		990.00	
	Chapel Hill	645.00		500.00	500.00		1,645.00	1,000.00	585.00	60.00	1,645.00	
Orange	Hillsboro	450.00		450.00	450.00		1,350.00	800.00	392.50	157.50	1,350.00	
	Pamlico	250.00		250.00	250.00		750.00	562.50		24.35	587.45	162.55
Pender	Oriental	250.00		250.00	250.00	255.77	1,005.77	720.00		25.00	745.00	260.77
	Atkinson	500.00		350.00	350.00		1,200.00	800.00	400.00		1,200.00	
Person	Burgaw	500.00		500.00	500.00		1,500.00	1,000.00	480.00	20.00	1,500.00	
	Bethel Hill	250.00		250.00	250.00		500.00	505.00	210.00	191.43	896.43	396.43
Pitt	Bushy Fork		250.00		250.00	147.10	647.10	490.00			490.00	
	Bethel	500.00		500.00	500.00	606.94	2,106.94	1,090.00	440.00	111.75	1,551.75	555.19
Polk	Farmville	880.00		500.00	500.00		1,880.00	1,080.00	800.00		1,880.00	
	Columbus	406.50	250.00	700.00	400.00		1,756.50	1,100.00	400.00	256.50	1,756.50	
Randolph	Farmers	255.28		150.00	350.00	69.20	938.40	720.00	200.00	18.40	938.40	
	Liberty	452.68	113.92	150.00	400.00	132.62	1,135.30	800.00	315.00	40.30	1,155.30	20.00
Richmond	Trinity	400.00		150.00	400.00	226.39	1,176.39	630.00	315.00	94.03	1,039.03	137.36
	Hoffman	283.81		275.00	275.00	96.20	930.01	926.40		3.61	930.01	
Robeson	Robertel	532.58		375.00	375.00	134.58	1,417.16	807.20	492.95	117.01	1,417.16	
	Lumber Bridge	415.00		400.00	400.00	34.67	1,249.67	895.00	405.00	5.00	1,215.00	34.67
Orum	Orum	300.00		250.00	250.00	25.00	825.00	800.00			800.00	
	Philadelphus	590.00		400.00	400.00		1,390.00	950.00	440.00	62.36	1,452.36	62.36

Rockingham.....	747.00	500.00	500.00	1,747.00	1,100.00	518.10	164.90	1,813.00	66.00
Rowland.....	340.00	250.00	250.00	840.00	800.00			840.00	
Ruffin.....	425.00	500.00	500.00	1,350.00	850.00	350.00	87.76	1,287.76	62.24
Rowan.....	605.00	250.00	250.00	27.32	700.00	385.00	20.00	1,105.00	27.32
Stoneville.....	720.00	500.00	500.00	1,732.22	1,000.00	760.00	33.22	1,793.22	
China Grove.....	250.00	250.00	250.00	97.50	720.00		1.45	721.95	125.55
Mt. Ulla.....	250.00	125.00	250.00	11.50	577.50		10.90	588.40	48.10
Woodleaf.....	300.00	300.00	300.00	1,500.00	900.00			900.00	
Forest City.....	500.00	500.00	500.00	2,023.53	1,000.00	401.00	99.00	1,500.00	
Rutherford.....	500.00	500.00	500.00	810.00	1,500.00	400.00	132.00	2,032.00	8.47
Sampson.....	310.00	250.00	250.00	750.00	800.00	60.00	20.00	880.00	70.00
Garland.....	250.00	250.00	250.00	750.00	600.00		17.50	617.50	132.50
Newton Grove.....	500.00	500.00	500.00	1,533.49	1,000.00		20.00	1,020.00	513.49
Laurinburg.....	350.00	350.00	350.00	1,051.59	1,030.59		20.61	1,051.20	39
Mason's Cross.....	351.59	250.00	250.00	782.15	750.00		15.00	765.00	17.15
Spring Hill.....	250.00	250.00	250.00	750.00	750.00			750.00	
New London.....	250.00	250.00	250.00	503.94	700.00		14.00	714.00	210.06
King.....	250.00	250.00	250.00	750.00	630.00		120.00	250.00	
Pinnacle.....	250.00	250.00	250.00	1,114.92	700.00	350.00	42.42	1,092.42	22.50
Walnut Cove.....	500.00	300.00	300.00	258.40	800.00		65.23	865.23	293.17
Dobson.....	300.00	450.00	450.00	1,350.00	800.00	400.00	8.35	1,208.35	141.65
Pilot Mountain.....	100.00	100.00	100.00	300.00	200.00			200.00	100.00
Rockford.....	250.00	250.00	250.00	588.50	560.00			560.00	28.50
Almond.....	200.00	500.00	500.00	1,200.00	900.00	240.00	60.00	1,200.00	
Bryson City.....	243.74	250.00	250.00	750.00	735.00		11.70	749.70	30
Penrose.....	350.00	350.00	350.00	1,052.52	966.00		31.01	1,000.01	52.51
Rosman.....	250.00	500.00	500.00	1,000.00	750.00		76.50	826.50	173.50
Columbia.....	250.00	250.00	250.00	810.00	787.50			787.50	22.50
Scuppernon.....	310.00	300.00	300.00	1,353.41	953.41	400.00		1,353.41	
Marshville.....	753.41	300.00	300.00	722.00	682.00	40.00		722.00	
Unionville.....	122.00	300.00	300.00	664.50	664.50			664.50	
Wesley Chapel.....	64.50	250.00	250.00	885.00	700.00		80.00	780.00	105.00
Bona Vista.....	250.00	250.00	250.00	135.00	700.00		65.00	765.00	
Kittrell.....	250.00	250.00	250.00	15.00	700.00		100.00	800.00	250.00
Townesville.....	250.00	300.00	300.00	309.00	700.00		40.75	1,040.75	139.27
Bay Leaf.....	300.00	300.00	300.00	1,170.02	1,000.00			1,000.00	
Cary.....	1,448.75	500.00	500.00	2,448.75	1,320.00		108.75	2,448.75	
Holly Springs.....	450.00	450.00	450.00	1,689.25	900.00		123.35	1,512.85	176.40
Wakelon.....	907.51	500.00	400.00	339.25	1,200.01	495.00	112.50	1,807.51	

PUBLIC HIGH SCHOOLS, 1913-1914

TABLE III.—Continued.

County	Public High School 1913-'14	Receipts				Expenditures					Balance on Hand	Debit
		Local Taxation	Private Donation	County Apportionment	State Apportionment	Balance from Last Year	Total Receipts for Year	Principal's Salary	Paid Other Teachers	Fuel, Jan-Other In-idental Expenses	Total Expenditures	
Warren.....	Macon.....	320.00	---	286.80	250.00	---	856.80	800.00	---	56.80	856.80	---
Washington.....	Wise.....	500.00	---	250.00	500.00	---	1,250.00	800.00	---	176.39	976.39	273.61
Wayne.....	Creswell.....	---	450.00	450.00	350.00	---	1,250.00	675.00	540.00	35.00	1,250.00	---
	Roper.....	250.00	250.00	250.00	250.00	---	1,000.00	1,000.00	---	---	1,000.00	---
	Falling Creek.....	120.00	---	400.00	400.00	---	920.00	720.00	200.00	---	920.00	---
	Pikeville.....	170.00	---	500.00	500.00	---	1,170.00	900.00	325.00	121.15	1,346.15	176.15
Wilkes.....	Seven Springs.....	---	---	400.00	400.00	267.21	1,067.21	800.00	175.00	20.25	995.25	---
	Ronda.....	250.00	---	250.00	250.00	---	750.00	700.00	---	50.00	750.00	---
Wilson.....	Wilkesboro.....	500.00	---	500.00	500.00	---	1,500.00	900.00	400.00	150.00	1,450.00	50.00
	Lucama.....	500.00	---	500.00	500.00	---	1,500.00	1,000.00	400.00	155.00	1,555.00	35.00
	Rock Ridge.....	500.00	---	250.00	250.00	90.00	1,000.00	880.00	---	120.00	1,000.00	---
Yadkin.....	Boonville.....	500.00	---	---	500.00	21.50	1,021.50	1,000.00	21.50	---	1,021.50	---
	Courtney.....	300.00	---	---	300.00	125.27	725.27	720.00	---	5.15	725.15	.12
Yancey.....	Bald Creek.....	250.00	250.00	---	500.00	---	1,000.00	1,000.00	---	---	1,000.00	---

¹This includes an overdraft of \$140.90 from last year.²This includes the apportionment for 1912-'13 and 1913-'14. At the time the treasurer's report for 1912-'13 was made, the State apportionment for that year had not been received, since the treasurer's certificate of deposit had not been sent in.³This includes State apportionment of \$350 for 1912-'13. See note above.⁴This includes \$350 covering deficit for year 1912-'13. See note above.⁵This includes State apportionment of \$250 for 1912-'13. See notes above.⁶This includes \$246.20 covering deficit for year 1912-'13. See notes above.⁷Estimated; no report from treasurer.⁸Based on principal's preliminary report; no report from treasurer.⁹Report incomplete. Figures taken from principal's preliminary report.¹⁰This includes a deficit from preceding year of \$32.89.¹¹There is still due this school from the sheriff \$125 of the special tax for 1912, \$135 of the special tax for 1913, and \$250 special appropriation from the county, which will take care of the deficit and leave a balance of \$113.57.

PART II—CITY AND TOWN HIGH SCHOOLS.

GENERAL COMMENT.

We have in North Carolina two systems of public high schools, or better, two parts of one system, city (so-called) and rural. The city high school is organized as a part of the city school system which is operated as a rule, under a special charter, and is therefore independent of the operations of the public high school law, unless approved under section 6 of that law as a county high school.* The city school officials are not required by law to make to the State Superintendent separate financial and statistical reports of their high school departments, and so it is impossible to give complete detailed information regarding this part of our public high school system that is given for the rural high schools.

Buildings and Equipment.—The value of the buildings and equipment reported for 48 schools is given at \$1,238,000. The number of volumes of fiction and reference books is reported by 38 schools to be 16,333. The value of scientific apparatus reported by 19 schools is \$4,793. Unfortunately, these figures are so incomplete as to be hardly worth publishing; however, they are given for what they are worth.

Only seven cities have separate buildings for their high schools. These are: Asheville, Charlotte, Durham, Greensboro, Raleigh, Wilmington, and Winston-Salem. In the other cities and towns the buildings occupied by the high schools are used also for the lower grades as well.

The reports of the Superintendents show that during the past year the following towns and cities have erected or have provided for the erection of new buildings in which their high school departments are to be conducted, or have voted bonds, in the amounts given, for new buildings:

Aberdeen	New building.....	\$18,000
Bessemer City	New building.....	27,000
Henderson	New building.....	30,000
Goldsboro	New building.....	50,000
Kinston	New building.....	32,500
North Wilkesboro	New building.....	30,000
Red Springs	New building.....	12,000
Roseboro	Bonds.....	10,000
Waynesville	New building.....	35,000

The City of Charlotte purchased the old Presbyterian College property and is renovating and remodeling the old building for the use of its high school.

*The high school departments of the following six towns and cities are approved under this section as county high schools: Hendersonville, Lenoir, Louisburg, Marion, Southport and Tarboro. The statistics for these high schools will be found in the tables giving the statistics for the rural public high schools.

CITY PUBLIC HIGH SCHOOLS.

Schools:

Number of schools reporting.....	67
Schools reporting four-year courses	42
Schools reporting three-year courses	22
Schools reporting two-year courses	3

Teachers:

Total number of high school teachers.....	322
Number giving full time to high school instruction.....	272
Number giving part time to high school instruction.....	50
Number of male teachers	111
Number of female teachers	211
Number of male principals	60
Number of female principals	7

TABLE IV.—CITY PUBLIC HIGH SCHOOLS—Showing Schools, Superintendents, Teachers, Length of Term, Years in Course, Enrollment and Attendance.

High School 1913-14	Superintendent	Length of Term in Weeks	Number of Years in Course	High School Teachers		Enrollment			Average Daily Attendance		
				Whole Time	Part Time	Boys	Girls	Total	Boys	Girls	Total
Aberdeen.....	J. B. Aiken.....	32	3	1	-----	8	10	18	5	8	13
Albemarle.....	B. L. Parkinson.....										
Asheboro.....	Geo. W. Bradshaw.....	32	3	3	-----	29	49	78	25	43	68
Asheville.....	Harry Howell.....	36	4	9	2	150	207	357	103	139	242
Ayden.....	L. N. Johnston.....	32	3	1	1	13	26	39	11	24	35
Beaufort.....	Eugene Harris.....	32	3	2	-----	14	21	35	10	17	27
Belhaven.....	C. B. Garrett.....	32	4	2	1	8	41	49	6	29	35
Bessemer City.....	John James.....	32	4	2	1	27	35	62	24	32	56
Brevard.....	Arthur Raines.....										
Burlington.....	P. H. Fleming.....	32	4	5	-----	62	96	158	42	84	126
†Canton.....	R. D. McDowell.....	36	4	4	-----	34	74	108	-----	-----	93
*Carthage.....											
Charlotte.....	H. P. Harding.....	36	4	14	1	159	274	433	123	239	362
*Cherryville.....											
Concord.....	F. L. Blythe.....	32	4	4	-----	62	78	140	50	67	117
Dunn.....	J. B. Martin.....	32	4	4	1	34	58	92	28	50	78
Durham.....	Ernest J. Green.....	36	4	17	2	176	240	416	149	217	366
Edenton.....	R. H. Bachman.....	36	4	2	1	11	30	41	8	23	31
Elizabeth City.....	S. L. Sheep.....	36	4	5	-----	56	81	137	43	69	112
Elm City.....	W. G. Coltrane.....	34	4	1	2	21	18	39	18	15	33
Enfield*.....											
Farmville*.....											
Payetteville.....	W. S. Snipes.....										
Franklinton.....	H. E. Craven.....	32	3	1	2	15	22	37	9	17	26
Fremont.....	M. T. Edgerton.....	36	4	4	2	37	26	63	24	21	45
Gastonia†.....	Joe S. Wray.....	32	4	5	-----	48	59	107	-----	-----	93
Goldsboro.....	E. D. Pusey.....	36	4	6	1	78	79	157	68	70	138
Graham.....	C. W. Rankin.....	34	3	2	1	25	23	48	19	18	37
Greensboro.....	Dr. J. L. Mann.....	36	4	11	-----	135	178	313	112	140	252
Greenville.....	Hoy Taylor.....	34	3	2	1	23	45	68	18	40	58
Hamlet.....	W. L. Cridlebaugh.....	36	4	2	1	18	25	43	12	16	28
Henderson.....	J. T. Alderman.....	36	4	4	-----	43	69	112	37	57	94
Hendersonville*.....											
Hertford.....		32	3	4	-----	23	24	47	18	18	36
Hickory.....	C. M. Staley.....	32	4	4	-----	55	67	122	42	56	98
High Point.....	Thornwell Haynes.....	32	3	5	1	71	90	161	61	74	135
Kings Mountain.....	R. C. Cox.....	32	3	2	-----	18	32	50	14	25	39
Kinston†.....	S. B. Underwood.....	32	4	5	-----	72	81	153	-----	-----	133
Laurinburg*.....											
Lenoir.....	G. O. Rogers.....	34	4	5	-----	34	41	75	27	33	60
Lexington.....	O. V. Woosley.....	32	4	5	1	71	86	157	63	79	142
Lincolnton.....	M. S. Beam.....	36	3	3	-----	35	40	75	29	32	61
Louisburg†.....											
Lumberton†.....	R. E. Sentelle.....	36	4	3	2	38	68	106	-----	-----	87
Marion*.....											
Maxton†.....	R. L. Thomason.....	36	3	1	1	5	14	19	-----	-----	15
Mebane.....											
Mocksville†.....	E. C. Byerly.....	32	3	1	1	16	20	36	-----	-----	33
Monroe.....	A. G. Randolph.....	36	4	4	1	38	75	113	31	44	75
Mooresville.....	W. C. Atrial.....	32	4	2	1	12	21	33	-----	-----	
Moorehead City.....											

TABLE IV.—Continued.

Morganton†	E. M. Hairfield	34	4	3	2	46	61	107			71
Mount Airy	Ira T. Turlington	36	4	3		38	67	105	31	50	81
New Bern	H. B. Craven	33	3	6	1	59	76	135	48	65	113
Newton†	A. P. Whisenhunt	36	2	2		21	25	46			39
North Wilkesboro	Emmett C. Willis	32	4	3	1	34	47	81	25	41	66
Oxford	J. A. Pitts	36	4	4		50	75	125	45	63	108
Pineville	Jackson Hamilton	32	4	1	1	23	11	34	16	9	25
Plymouth	James Norman	34	3	2	1	20	30	50	12	21	33
Raleigh	F. M. Harper	36	4	13	4	154	164	318	137	142	279
Randleman†	N. F. Farlow	30	2	1		14	19	33			25
Red Springs	J. E. Dowd										
Reidsville	T. W. Andrews	36	3	3		37	51	88	26	42	68
Roanoke Rapids	A. E. Akers	32	2	1		7	10	17	6	8	14
Rockingham	L. J. Bell	36	3	3		16	28	44	12	23	35
Rocky Mount†	John L. Harris	36	4	5		61	75	136			112
Roxboro	A. B. Stalvey	36	3	3	1	38	55	93	27	41	68
Salisbury	A. T. Allen	34	4	6		68	133	201	54	112	166
Sanford	R. W. Allen	32	4	3	1	26	48	74	20	36	56
Scotland Neck†	C. J. Everett	36	4	2	2	19	43	62			53
Selma	Frederick Archer										
Shelby	R. T. Howerton										
Smithfield	A. Vermont	34	4	3		27	40	67	20	30	50
Southern Pines*											
Spencer											
Statesville	D. Matt Thompson	36	3	3		47	51	98	44	48	92
Tarboro*											
Thomasville	J. N. Hauss										
Troy*											
Wadesboro†	J. H. McIver	32	3	3	1	14	33	47			39
Wallace	Horace Stewart	32	3	1	1	12	12	24	9	10	19
Washington†	C. M. Campbell, Jr.	32	4	6	2	70	91	161			139
Waynesville	D. F. Nicholson	32	4	2	1	39	58	97	30	42	72
Weldon	John D. Everett	33	4	2	1	30	20	50	25	17	42
Wilmington	John J. Blair	35	4	14		116	226	342	100	197	297
Wilson	Chas. L. Coon	36	4	6		55	68	123	46	58	104
Windsor	W. R. Smithwick	32	3	2		10	26	36	9	24	33
Winston-Salem	R. H. Latham	36	4	9	2	134	147	281	115	124	239

*See list of Rural Public High Schools, Table I.

†Statistics for 1912-'13. No report for 1913-'14.

TABLE V.—CITY PUBLIC HIGH SCHOOLS—Showing Studies Pursued and Number of Students Pursuing the Various Branches.

City or Town High School 1913-'14	Total Enrollment			English		Mathematics			History				Foreign Languages				Science								Miscellaneous					
	Grammar	Composition	Literature	Advanced Arithmetic	Algebra	Plane Geometry	Solid Geometry	Ancient	English	General	American	North Carolina	Latin	Greek	French	German	Physical Geography	Physiology	Introduction to Science	Botany	Physics	Chemistry	Agriculture	Spelling		Drawing	Singing	Commercial Work	Civics	
Aberdeen.....	18	18	18	12	14						14	17											18					18		
Albemarle.....																														
Ashboro.....	78	38	78	38	78	20			38	40		78					20				20			78						
Ashville.....	357	146	211	357	245	112				125	40	111					50				28	36	13							
Ayden.....	39																													
Beaufort.....	35	24	10	34	28	35	2	6	24				31		2		24	3		4				35	35					
Behaven.....	49	22	49	49	35	49	10	22	13		10	49								10	10	11								
Bessemer City.....	62	33	23	9	46	62	17	8	33	23	17	8	62		26		23			18										
Brevard.....																														
Burlington.....	158	110	35	90	73	72	11	11	37	73	35	11	158		40		37			35	6			36					25 ⁵	
Canton.....	108	69	39	108	69	11			30	56	11	108					39	30			11									
Carthage*.....																													223 ²	
Charlotte.....	350	170	89	91	258	313	91			133	54	176			21	20	89				22	54								
Cherryville*.....																														
Concord.....	140	56	52	32	56	108	32	23	56		32	127					32		29				8	49			18	23	10 ¹	
Dunn.....	92	68	56		36	55	13	32	36	24		92					43	68												
Durham.....	411	146	94	64	240	330	64		21	77	9	352			15	66	29				16	11								
Edenton.....	43	18	41	41	18	36	11	18	18		5	23	43				18							41					41	
Elizabeth City.....	137	66	66	66	36	102	20	15				136					16		24	16	15			137						
Elm City.....	39	20	14	19	10	14	5		10	4	25	38			8		10	3	5				20							
Enfield*.....																														
Farmville*.....																														
Fayetteville.....																														
Franklin.....	37	13	24	37	13	24			13	24		37					24		12					37				12	12	
Fremont.....	63	23	40	63	51	63	19	7	44			39					12											12	28	40 ⁵

TABLE V.—Continued.

City or Town High School 1913-'14	Total Enrollment			English			Mathematics			History				Foreign Languages				Science							Miscellaneous				
	Grammar	Composition	Literature	Advanced Arithmetic	Algebra	Plane Geometry	Solid Geometry	Ancient	English	General	American	North Carolina	Latin	Greek	French	German	Physical Geography	Physiology	Introduction to Science	Botany	Physics	Chemistry	Agriculture	Spelling		Drawing	Singing	Commercial Work	Clives
Gastonia†	32	48	107	32	96	32			32	32	16		80				32				32	32	16					16	
Gold-boro.	157	112	117		53	74		47		67	15		86			43	32				21			52			21	27 54 ¹	
Graham	48	13	18	17	13	48	17	18	13	17			48				13	13			17			48			48		
Greensboro.	313	161	87	65	161	123	65	29	87	36	29	161	236				87				36	29		313			74	178 ²	
Greenville	68	31	68	68	31	48				37	31		60		16		7							68					
Hamlet	43	24	19	43	32	41	10	19	24				42		11						14			82					
Henderson	112	39	34	30	39	91	16	3	30	45	30	24	39	81		19								80			18		
Hendersonville*																													
Hertford†	46	23	9	13	34	45	16		23	9	13		16		13		23				23							22	9 ³
Hickory	122	84	38	122	74	107	8	28	11	34			98				24	21	40		14			40	50				24 ¹
High Point	161	75	161	63	75	115	35	75	37	49			142			24	49		75		30							37	
King's Mountain																													
Kinston†	153	103	50	153	40	85	19		54	49	19		118		50		15		15		12							19	
Laurinburg*																													
Lenoir	75	35	75	41	35	72	15	6	19	35		6	6	75		7	34	35			6						35	35	
Lexington	157	66	66	66	66	132	44	15	44	66	32	15	157			15	44				15			149			14	44	
Lincolnton	75	75			55	20		20	55				75								20			75					33 ⁴
Louisburg*																													
Lumberton†	106	72	106	106	72	106	36		36	36	36		106		36						36		36					36	
Marion*																													
Maxton																													
Mcban ⁵																													
Mocksville†	36	18	9	9	27	36	9		18	9	9		36			18	18				9				3				

Monroe.....	113	44	34	35	44	103	16	11	44	34	14	113	11	44	44	24	78	
Mooreville.....	33	16	11	27	16	11	4		16		10	5		11		5		
Morehead City.....																		
Morganton.....	107	66	88	55	66	88	41			33	55	19	107	41	33	19	33	
Mount Airy.....	105	79	28	105	52	94	26	11		41	53	11	11	105	26	38	11	105
New Bern.....	135	65	33	135						37	65	33	109	81	65	15	135	28
Newton.....																		
North Wilkesboro.....	81	43	43	38	43	32	10		13	15	43		81	10	15	43	13	81
Oxford.....	125	28	125	76	49	45	12		35	28	35	13	95	13	40	37	17	76
Pineville.....	34	22	12	12	12	29	4	2	13	16			25					34
Plymouth.....	50	50	50	50	24	18	8		24	18			30	9	24	21		50
Raleigh.....	318	279	318	69	159	249	63		118	43	77	26	240	107	61	55	17	210
Randleman.....	33	30	30	33	30	30			30	30	30		30					44
Red Springs.....																		
Reidsville.....	88	42	46	94	42	68	19		42	20	26		73		26	42	17	86
Roanoke Rapids.....	17	10	17	7	7	17	7		7	10			17		10	17		20
Rockingham.....	44	44	44	44	20	32	12		20		12	12	44	6	20		44	
Rocky Mount.....	136	36	36	136	36	108	56		36	36	36		136	36	36	36		36
Roxboro.....	93	23	37	60	25	59	14		22		15	23	60	15	22	23		23
Salisbury.....	201	152	49	201	96	80	49	25	56	96			201	47	39	2	15	29
Sanford.....	69	22	20	24	22	36	28	11	19	22	17	28	69	24	19	20	10	22
Scotland Neck.....	62	15	47	47	15	30	17		15	30	17			15	17			17
Selma.....																		30
Shelby.....																		
Smithfield.....	67	67	67	67	7	52	7	18	27	22			35	21	6	19		
Southern Pines*.....																		
Spencer.....																		
Statesville.....	98	76	98	98	98	98	22		37	39	22		90	22	98	98	98	
Tarboro*.....																		
Thomasville.....																		
Troy*.....																		
Wadesboro.....	47		47	47	21	30	26		21	9	17		47	26	9	17		
Wallace.....	24	9	16	17	15	24	9		6	11			18			8		
Washington.....	161	90	71	161	90	161	14		90	71			157	11	90	60	14	199
Waynesville.....	97	35	35	97	35	97	9		29	35	17		97	12	35	35	27	
Weldon.....	50	50	50	50	18	43	14		17	10	13	7	50	20	15	19	13	50
Wilmington.....	312		342	342		308	99	34	128	65	115	34	342	128	34	115	34	180

TABLE V.—Continued.

City or Town High School 1913-'14	English			Mathematics			History			Foreign Languages			Science											Miscellaneous				
	Grammar	Composition	Literature	Advanced Arithmetic	Algebra	Plane Geometry	Solid Geometry	Ancient	English	General	American	Latin	Greek	French	German	Physical Geography	Physiology	Introduction to Science	Botany	Physics	Chemistry	Agriculture	Spelling		Drawing	Singing	Commercial Work	Civics
Wilson.....	130	43	130	130	62	111	20	---	17	94	19	89	---	---	35	43	---	---	45	16	---	30	---	---	---	---	---	---
Windsor.....	36	36	36	36	22	36	3	22	11	3	---	36	---	3	3	11	---	---	---	---	---	---	36	36	---	---	---	---
Winston-Salem....	281	134	281	30	208	36	30	92	36	51	30	196	---	14	65	---	---	208	---	---	50	---	---	---	60	---	23	---

*See list of Rural Public High Schools, Table II.

†Statistics for 1912-'13. No report for 1913-'14.

¹Biology.²Domestic Science.³Commercial Geography.⁴Nature Study.⁵Geology.⁶Manual Training.⁷Expression.⁸Music.⁹Hygiene and Sanitation.

PART III. PRIVATE SECONDARY SCHOOLS.

TABLE VI. PRIVATE SECONDARY SCHOOLS.

Name of School	Location	Principal, Superintendent, or Responsible Head	Length of Term in Weeks	Number of Teachers	Enrollment				
					First Year	Second Year	Third Year	Fourth Year	Total
Albemarle Normal and Collegiate Institute*	Albemarle.....	Miss Mary F. Hickok.....	36	75	12	11	3	---	26
Asheville Normal and Collegiate Institute.....	Asheville.....	N. M. Anderson and C. A. Mitchell.....	36	14	52	42	59	40	208
Asheville School.....	Asheville.....	Asheville School for Girls*.....	34	12	23	17	45	23	108
Baird's School.....	Charlotte.....	Charlotte.....	36	14	12	10	10	7	39
Mitchell Collegiate Institute.....	Bakersville.....	R. T. Teague.....	36	43	19	10	2	180	111
Bingham School*.....	Asheville.....	Col. Robert Bingham.....	36	18	30	40	30	20	120
Bingham School.....	Mebane.....	Col. Preston Lewis Gray.....	34	37	11	18	17	9	55
Blue Ridge School for Boys.....	Hendersonville.....	J. D. Huggins.....	36	18	---	---	---	---	---
Brevard Institute.....	Brevard.....	C. H. Trowbridge.....	36	313	20	24	23	8	75
Buies Creek Academy.....	Buies Creek.....	J. A. Campbell.....	36	310	105	80	50	32	267
Cape Fear Academy.....	Wilmington.....	Wilmington.....	---	---	---	---	---	---	---
Christ School.....	Arden.....	C. M. Beach.....	36	---	---	---	---	---	---
Dell School.....	Delway.....	Delway.....	---	---	---	---	---	---	---
Donaldson Military School.....	Fayetteville.....	Miss Kate C. Shipp.....	36	45	6	12	18	20	56
Fassfern School.....	Hendersonville.....	J. S. Fleet.....	36	4	10	6	5	2	23
Fleet School.....	Fleet Rock.....	N. A. Melton.....	36	---	---	---	---	---	---
Fruitland Institute.....	Hendersonville.....	Burlington, R. F. D.....	---	---	---	---	---	---	---
Gilliam Academy.....	Burlington.....	W. F. Hollingsworth.....	36	43	---	---	---	---	---
Glade Valley Institute.....	Glade Valley.....	Clyde.....	---	---	---	---	---	---	---
Haywood Institute.....	Clyde.....	Col. J. C. Horner.....	36	47	24	21	18	15	78
Horner Military School.....	Charlotte.....	Charlotte.....	---	---	---	---	---	---	---
James Sprunt Institute.....	Kenansville.....	Kenansville.....	---	---	---	---	---	---	---
Jefferson Collegiate and Industrial Institute.....	Jefferson.....	Jefferson.....	---	---	---	---	---	---	---
Leaksville-Spray Institute.....	Leaksville.....	Leaksville.....	---	---	---	---	---	---	---
Lees-McRae Institute.....	Banner Elk.....	Banner Elk.....	---	---	---	---	---	---	---

TABLE VI.—Continued.

Name of School	Location	Principal, Superintendent, or Responsible Head	Length of Term in Weeks	Number of Teachers	Enrollment				
					First Year	Second Year	Third Year	Fourth Year	Total
Lees-McRae Institute.....	Plumtree.....		34	44	11	18	13	8	50
Liberty-Piedmont Institute*	Wallburg.....		36	10	135	75	66	24	300
Mars Hill College.....	Mars Hill.....	R. L. Moore.....	36	47	10	21	31	28	90
Meredith Academy*	Raleigh.....		36	15	30	37	28	7	102
Mount Pleasant Collegiate Institute*	Mount Pleasant.....								
Mont Amoena Seminary.....	Murphy.....								
Murphy Institute.....	Oak Ridge.....	J. Allen Holt.....	36	48	25	41	52	43	161
Oak Ridge Institute.....	Lawndale.....								
Piedmont High School.....	Salemberg.....		36	45	30	25	20	10	85
Pine Land School for Girls.....	Hendersonville.....								
Pine Grove Lodge.....	Belmont.....								
Sacred Heart Academy.....	Winston-Salem.....								
Salem Academy.....	Asheville.....	Mother Deplanck.....	34	415	14	9	17	9	49
St. Genevieve's Academy.....	Durham.....	W. W. Peele.....	36	16	19	47	41	51	153
Trinity-Park School.....	Charlotte.....								
University School.....	Warrenton.....	John Graham.....	36	7	38	66	44	23	171
Warrenton High School.....	Washington.....								
Washington Collegiate Institute.....	Rutherfordton.....	Rev. T. E. P. Woods.....	36	36	16	12	6	11	45
Westminster School.....	Whitsett.....								
Whitsett Institute.....	Wingate.....	J. G. Carroll.....	36	3	77	35	24	14	150
Wingate School.....	Asheville.....								
Winn's School for Boys.....	Winterville.....		36	13	47	65	55	18	185
Winterville High School*									

*No report. Statistics given for 1912-'13.

†This includes 15 students classed as "special."

‡Normal students who attend only one month.

¹One part time.

²All part time.

³Three part time.

⁴Two part time.

⁵Four part time.

⁶Ten part time.

⁷All part time.

REPORT

OF

SUPERVISOR OF TEACHER-TRAINING

FOR THE

YEARS 1912-1913 AND 1913-1914

E. E. SAMS

SUPERVISOR TEACHER-TRAINING

LETTER OF TRANSMITTAL.

RALEIGH, December 21, 1914.

HON. J. Y. JOYNER, *Raleigh, N. C.*

DEAR SIR:—I desire to submit the following report of work done in the Department of Teacher-training during the last biennial period, which work has been carried on in conformity with the plans and ideas outlined by you when I assumed charge of the department.

Although the period covered by your Biennial Report ended June 30, 1914, this report is made to cover some institutes that were held as late as October, since a new series of institutes will begin next summer.

Respectfully, E. E. SAMS,
Supervisor of Teacher-training.

TEACHER-TRAINING.

The work of teacher-training has been prosecuted through three channels, (1) teachers' institutes, (2) county teachers' associations, (3) teachers' reading circles.

TEACHERS' INSTITUTES.

PLAN.—Daily schedules of work for the Teachers' Institutes was issued in 1913 and in 1914, setting forth a definite plan of work to be followed for the two weeks of the institute, and containing outlines of the lessons to be presented. These lessons dealt largely with the work of the elementary school, and embraced such subjects as phonetics, reading, language, number, home geography, agriculture, history, writing, and drawing. Instruction was given in these subjects by means of definite, practical lessons that should serve as models for the actual work of the schools. Lecturing was reduced to a minimum.

THE PLAN.

The State Department of Education is planning to do some definite and systematic work in teacher-training, of which the following is a brief outline:

1. A biennial county institute of at least two weeks in each county, conducted by a competent and experienced male teacher, assisted in the primary and intermediate work by a competent and experienced woman teacher. These teachers will be selected, according to the law, by the State Department of Education, and will be required to attend a conference of institute conductors with the State Superintendent annually before beginning the institute work. At this conference a definite and uniform plan of institute work for the summer will be discussed and arranged. Bulletins containing outlines of the work and directions to teachers will be issued from the State Department of Education and placed in the hands of all teachers attending the institutes, for their direction and assistance. The work of the county institute will be so arranged as to prevent duplication and repetition of work by teachers attending from year to year.

2. To have in every county an active teachers' association, doing a definite and specific work, pursuing carefully arranged courses of professional reading and study, directed by the county superintendent, and aided by bulletins, programs, etc., issued and distributed from the State Department of Education. This work will be correlated, as far as possible, with the work of the county institute, and with the work of the State Normal Schools.

3. Through the teachers' institutes and the teachers' associations, aided by the State Department of Education with its professional bulletins, it is hoped to arrange and carry out successfully a progressive and continuous course of home study for the professional training and improvement of the rank and file of the country teachers. A certificate will be issued to teachers successfully completing the course and passing a satisfactory examination thereon that will be recognized by county superintendents in their examinations for teachers' certificates, and will aid the holders thereof in securing better positions and better salaries as teachers.—*From Superintendent Joyner's Letter to County Superintendents.*

WHAT THE INSTITUTE SHOULD MEAN.

A Place for Work.—The institute should mean an opportunity for work on the part of the teachers attending and *not* a mere passive listening to lectures from the conductors. The purpose of the biennial institute for teachers is to train the teachers of the rural schools to do more effective teaching, and this can not be done unless they work. Every teacher attending the institute should provide himself with all of the books taught in the public school course. The conductors are expected to assign work to the teachers just as to classes in the ordinary schoolroom, for methods of teaching can better be illustrated in the concrete than in the abstract.

Nature of Instruction.—Is it not the design of the institute to furnish instruction, primarily, in such subjects as English, mathematics, or geography, but through the proper presentation of lessons in these to enable the teachers in attendance to gain more intelligent ideas about presenting the same in their own schools. Of course, there will be some present in every institute who will have troublesome problems to be solved, or knotty questions to be answered. It is well for the conductors to pay attention to such cases where it can be done without interfering with the more important work of the institute, for many teachers in the rural schools are manifestly deficient in their knowledge of the subject matter they have to teach. As a rule, the lessons presented will have to conform to some definite, well-developed plan of development, but in the prosecution of this plan much excellent and needful instruction can be given.

To Emphasize Fundamentals.—It is necessary for the conductors to bear in mind that they should pay most attention to the ordinary and simple phases of their work. Good teaching is made up of attention to little details. If the conductors can get the teachers to understand how to present a language lesson effectively, or how to arouse interest in the study of a brook basin or an oak tree, or how to make a drawing lesson attractive, or how to conduct a live opening exercise, they will be accomplishing far more than if they spent hours in lecturing on psychology or in solving abstruse problems in mathematics. Subjects that are most poorly taught in the public schools should as a rule, be most emphasized by the conductors. Foremost among these are agriculture and nature study, and drawing, because these subjects are comparatively new; then, the phonetic system of reading, language work and geography, because the methods of presenting these subjects have improved very much of recent years.

General.—The conductor of the institute should get acquainted with the educational conditions of the county and be able to suggest ways and means by which schoolhouses may be improved, local taxation adopted, and school consolidation effected where needed. This all means that the county institute must also make an effort to reach all the educational life of the county and uplift it, pointing out the way to future progress and putting to work such local forces as will accomplish the necessary reforms. Such educational

campaign work is a necessary part of every institute, because it concerns the future efficiency of the schools as vitally perhaps as does the training of the teachers.

The following program will give the institute conductor a general idea of the work necessary to be done in carrying out all aims and purposes set forth above, the order in which the subjects are set down is not fundamental. Conductors should confine themselves to the subjects and the time as given, but they should consult their convenience and circumstances as to the order of the daily work. But while this program may be varied, there should always be a *carefully prepared program* for each day of the institute. Nothing gives the idea of inefficiency sooner than haphazard and poorly arranged plans.

Daily Schedules of Work for the Teachers' Institutes of 1914.

FIRST WEEK.

MONDAY—MORNING SESSION.

GENERAL SESSION.

- 10:00 Opening exercises. See Bulletins XI and XIX.
- 10:15 Talk by conductor on the *purpose of the institute*. In this talk he should outline the plan for running the institute and insist upon punctuality, continuous attendance, and the absolute necessity for each teacher's having the text-books at the institute.
- 10:35 Enrollment. Distribute the blanks specially prepared for this purpose. Let it be understood no teacher has complied with the law unless that teacher is present for enrollment on the morning of the first day, and every day thereafter unless providentially hindered.
- 11:00 The primary assistant outlines her work for the afternoon.
- 11:15 The conductor outlines his work for the afternoon.
- 11:30 Problems of Schoolroom Government. O'Shea's Everyday Problems in Teaching, Chapter I. Study carefully the following topics, and be prepared to illustrate as many as possible with typical cases from your own experience: 1. The importance of good order. 2. How to secure and hold attention. 3. Relaxation periods. 4. Vacation. 5. Physical defects as causes of dullness and disorder.
- Noon intermission.

FIRST WEEK.

MONDAY AFTERNOON SESSION.

PRIMARY SECTION.

- 1:30 Phonics. See Educational Bulletin I for suggestions for presenting this subject. Find out first what text-book is used in the county, and base all work in phonics on that book.
- 2:15 Language. Discuss the subject generally outlining the work of the first three years. The following outline may be helpful: 1. Aim in teaching in the primary grades. 2. Methods, (a) oral or conversational, (b) copying, (c) reproduction, oral, manual, dramatization, (d) memorizing, (e) letter writing, (f) picture study.

- 2:55 Five minutes intermission.
- 3:00 Writing in the first and second years. See Educational Bulletin 1, How to teach Reading and Civics, pp. 13 and 14.
- 3:30 Arithmetic. Discuss with the teachers the course of study for the first three grades. See Course of Study, pp. 89-106.

INTERMEDIATE SECTION.

- 1:30 Geography. After a brief discussion of the meaning of geography and the point of view in teaching it, as outlined on pages 41 and 42 of the Course of Study, take a general view of the work in the first three grades. Note the importance of laying the proper foundation in the primary grades for the formal study of geography in the fourth grade.
- 2:00 Language. Discuss the subject generally. Outline the work for the elementary school. Discuss the following topics: 1. Aim in teaching language in the primary grades, in the intermediate grades. 2. Methods, (a) copying and dictation, (b) reproduction, (c) memorizing, (d) picture study, (e) letter writing.
- 2:30 Arithmetic. Milne's II, sections 95-112. At this point it is well for the teacher to test the pupils on their knowledge of sections 146-166, 168-209, 258-282, of the first book. Unless the pupil has a fairly firm grasp on the principles developed in these sections, he will make poor progress with the work in fractions in the second book. A few days spent in reviewing the sections mentioned above will save time in the end. In the beginning the teacher should get the viewpoint of the author in presenting any topic. In this book, the author, in most cases, has divided each topic into three parts: 1. He develops the new principle. 2. Oral drill is given to firmly fix the new principle. 3. Written drill involving numbers too large to handle orally. And sometimes he adds a fourth part to show the practical application—problems.

The conductor will do well to spend a few minutes each day in instructing the teachers in the matter of oral drill on the four fundamental processes. To the average man, arithmetic is the one practical subject of the curriculum; yet the majority of pupils leave our schools unable to perform simple calculations rapidly and accurately.

- 3:00 Five minutes intermission.
- 3:05 Reading. Fourth Grade. Discuss the subject generally. The following topics are suggested: 1. What should be the requirements in the third grade for promotion into the fourth? 2. Application of the five formal steps to a reading lesson. 3. Importance of reading in connection with the other studies. Assign for recitation the following day "The Village Blacksmith," Baker and Carpenter's Fourth Year Language Reader, Lesson 50. Make the assignment just as you would in regular school.
- 3:35 History. Our Republic.

THE AMERICAN REVOLUTION.

GENERAL OUTLINE.

- I. Were the American colonists, as citizens of the British Empire, entitled to the rights of Englishmen?
- II. The colonists appeal to civil war to maintain the rights pertaining to citizens of the empire.
- III. The struggle for the rights of Englishmen is transformed into War for Independence.
- IV. Peace is declared and independence is set up.

DAILY OUTLINE.

Lesson I. The struggle for the rights of Englishmen. 1761-1775.
Chapters XXXVI-XXXVII.

1. Scope of Empire. Loyalty of Americans to king.
2. The Parson's Case—principle of self-government.
3. The governors v. assemblies. Governors and local governments.
4. Navigation acts were not contested because they were functions of the empire.
5. Writs of Assistance and Personal Liberty.
6. Standing army necessary; plan of paying bad.
7. Taxation and Representation.
 - (a) Stamp act and Townsend acts.
 - (b) American notion of representation.
 - (c) British notion of representation.
8. Charter Rights v. Natural Rights.

NOTE.—Round-table discussions at close of each recitation in both sections. Call upon some teacher to state how she presents a given lesson. Encourage the teachers to talk, and occasionally to prepare and read a paper, or to take charge of a recitation. There should be entire absence of stiffness or undue formality. The conductors should cultivate a spirit of camaraderie among the teachers as opportunity offers.

NOTE.—It is suggested that all new teachers take the work of the primary section.

FIRST WEEK.

TUESDAY—MORNING SESSION.

GENERAL SESSION.

- 9:00 Opening exercises. See Bulletins XI and XIX.
- 9:15 Roll call (by number).
- 9:20 Round-table discussion on preparation for first day of school and what to do on the first day.
- 10:00 Discussion on the *Course of Study and how to use it*. Use as basis of discussion An Outline Course of Study and How to Teach Reading and Civics.
- 10:45 Intermission of five minutes.

- 10:50 Problems in Discipline. Everyday Problems in Teaching, Chapter II, Study carefully the following topics: 1. The "spoiled" child. 2. Higher and lower tendencies in human life. 3. The "favorite" pupil. 4. The result of the elimination of men in the training of children. 5. From the pupil's standpoint. 6. Positive methods in discipline.

Noon intermission. (Experience proves that two sessions a day are more satisfactory than one.)

FIRST WEEK.

TUESDAY—AFTERNOON SESSION.

PRIMARY SECTION.

- 1:30 Phonics. Continue work, using Educational Bulletin I.
 2:15 Language. First Grade. Reproduction. Tell the story of the Three Pigs. Have the children reproduce orally the story, one paragraph at a time. Keep in mind your aim, freedom of expression.
 3:00 Intermission of five minutes.
 3:05 Writing. Discuss best method of presenting subject.
 3:20 Arithmetic. Additive facts. Show how to present these, using objects—splints, straws, etc. See Course of Study, page 94.

INTERMEDIATE SECTION.

- 1:30 Geography. Make a careful study of the general plan of the Dodge Geographies, showing the special method of each book, and the central thought of each division. Stress the fact that these new books call for new methods of teaching. Encourage the teachers to study the two books as wholes and in their relation with each other. Acquaint them with the Course of Study and with the pamphlet A Teacher's Handbook for Use With Dodge's Geographies, including Kenyon's Model Lessons published and supplied free of charge by Rand, McNally & Co.
 2:00 Language. Fourth and Fifth Grades. Copying. Let teachers copy from the board the lines found in Lesson 55, page 60, Hyde's Book I. Call attention to the quotation marks, and the use of the comma with nouns of address.
 2:30 Reading. Fourth Grade. "The Village Blacksmith." Let your first question bring out the central thought in the lesson. Apply the principles brought out in the discussion of this subject on the preceding day. Assign for the next recitation "Buck's Trial of Strength," Lesson 6, Baker and Carpenter's Fourth Year Language Reader. Ask a few questions that will stimulate the interest of the pupils and cause them to set up a specific aim in studying the lesson.
 3:00 Intermission of five minutes.
 3:05 Arithmetic. Milne's II, sections 128-130, 133-135.
 3:35 History. Our Republic. Lesson II, Chapter XXXVIII.
 I. English Rights (continued).
 1. The principle of power to tax by parliament retained.
 2. The tea tax—Americans resisted as did John Hampden in England.

3. Would American representation in the British parliament meet the needs of the colonists? What was the British idea of representation?
 4. Was America as well represented as Manchester or Leeds?
 5. The five intolerable acts of oppression.
 6. The oppression of England becomes the bond of union for American colonies.
-

FIRST WEEK.

WEDNESDAY—MORNING SESSION.

GENERAL SESSION.

- 9:00 Opening exercises.
- 9:15 Roll call.
- 9:20 Gradation, Classification, and promotion of Pupils. Elastic gradation based on individual differences. Use Course of Study as a basis for this work.
- 10:00 Round-table discussion on Drawing; its growing importance in the school curriculum; its correlation with other subjects; the teacher's attitude.
- 10:45 Five minutes intermission.
- 10:50 Fair Play in the Schoolroom. Chapter III of Everyday Problems. Topics for special study: 1. Securing the coöperation of pupils in discipline. 2 Group loyalty. 3. How to gain and hold the respect of pupils. 4. Communication in the school room.

Noon intermission.

NOTE.—The roll should be called twice a day, or more. In the afternoon the sections should reassemble for this purpose, preferably at the end of the last period.

FIRST WEEK.

WEDNESDAY—AFTERNOON SESSION.

PRIMARY SECTION.

- 1:30 Phonics.
- 2:15 Language. First and Second Grades. Have the story of the Three Pigs reproduced in several ways—orally, in paper cuttings, drawings.
- 3:00 Intermission of five minutes.
- 3:05 Writing. Continuation of exercises begun on Tuesday.
- 3:20 Primary songs and games.

INTERMEDIATE SECTION.

- 1:30 Geography. Dodge's Primary Geography, Chapters I-XII. Run through these chapters hurriedly just to show the author's plan, how naturally and logically the child is led through a study of his own environment to a consideration of the world outside his own region.



RED SPRINGS GRADED SCHOOL.
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TARBORO GRADED AND HIGH SCHOOL BUILDING.

2:15 History. Our Republic. Lesson III, Chapters XXXIX-XL.

II. Appeal to Civil War to Maintain Rights of Imperial Citizens.
1775-1776.

1. The army begins organization.
2. Lexington, Concord, Ticonderoga, Crown Point, etc.
3. War resources of each party.
4. Continental Congress and Union.
5. George Washington.
6. Bunker Hill. Make a special study of the geography of the region and a detailed study of the battle.

3:00 Intermission of five minutes.

3:05 Arithmetic. Milne's II. Sections 143-156.

3:35 Language. Fourth and Fifth Grades. Dictation. Dictate the story of the Lion and the Mouse, using direct quotations and nouns of address. Make all corrections individually. Show teachers, how to collect and return papers. Tell the story of the Discontented Pine Tree for reproduction the next day, but do not announce the fact that you expect them to reproduce it. Ask them to "make pictures" of the different parts of the story as you tell it. Have these "pictures" named, writing the names on the board. If one picture is made for each paragraph, then the list on the board will serve as an outline of the story, without which children should not be expected to reproduce a story in writing.

FIRST WEEK.

THURSDAY—MORNING SESSION.

GENERAL SESSION.

- 9:00 Opening exercises
- 9:15 Roll call.
- 9:20 School Economy. How to prevent waste and achieve more efficient results. Round table discussion. Have the teachers prepare a daily programme of their school work. Give one or two days notice beforehand. Discuss these programmes with the teachers and select the best one of a one-teacher school for use on "School Day" the following week.
- 10:00 Drawing. Study type solids—cube, sphere, cylinder. Have large free-hand sketches in pencil. Require everybody to draw; the subject is placed in the morning for that purpose.
- 10:45 Intermission of five minutes.
- 10:50 Teaching pupils to Think. Chapter IV of Everyday Problems. Topics for special study: 1. Necessity the spur to clear thinking. 2. The supreme test of a good method. 3. Application of this test to history lesson assigned for afternoon session (Our Republic, Chapters XLI-XLII).

Noon intermission.

Part III—7

FIRST WEEK.

PRIMARY SECTION. THURSDAY—AFTERNOON SESSION.

- 1:30 Phonics.
- 2:15 Language. First and Second Grades. Picture study. Use "Feeding Her Birds." If possible, have with you a supply of Perry pictures to be sold to the teachers to be used during the institute. In the study of the picture, develop orally sentences such as children would use in talking about the picture; then write these sentences on the board, to be copied in the language booklet, and use the small picture to illustrate the story. The sentences used should form a simple story of the picture.
- 3:00 Intermission of five minutes.
- 3:05 Occupation or Busy Work.
- 3:45 Writing. Movement drill and writing from copy.

INTERMEDIATE SECTION.

- 1:30 Geography. Dodge's Primary Geography, Chapters XIII-XIV. Our Neighbors and Ourselves; Means of Transportation. Mention some of the things in a country store or on a family breakfast table for which we depend on the outside world; the "division of labor" in feeding, housing, and clothing the world; the occupations of men; chief occupation in our section; necessity for transportation and other aids to commerce. (Chapter XVIII. The products of the World Brought Us Through Commerce may be substituted at the discretion of the conductor.)
- 2:15 History. Our Republic. Lesson IV, Chapters XLI-XLII. III. Civil War Becomes a War for Independence. 1776.
1. British reliance upon Tories.
 2. Evacuation of Boston.
 3. Declaration of Independence.
 4. New York Campaign.
 5. New Jersey Campaign.

Use all the best maps you can find to get the children to read the story and problem on the map. Discuss the prospects of success at this time.

- 3:00 Intermission of five minutes.
- 3:05 Arithmetic. Milne's II. Sections 162-165, 169-170, 173-174, 177-182, 185-186.
- 3:35 Language. Fourth and Fifth Grades. Reproduction. Have the story of the Discontented Pine Tree retold orally, letting the children describe the mental pictures they made on the previous day; then have the story written. Send the class away to reproduce the story in drawings, paper cuttings, etc.

FIRST WEEK.

GENERAL SESSION. FRIDAY—MORNING SESSION.

- 9:00 Opening exercises.
- 9:15 Roll call.
- 9:20 Round-table discussion. *The Country Teacher's Problem and Its At-*

task. Improving the physical environment of the country school. Socializing the country school and making it an institution of community service. Vitalizing and enriching the country school course of study.

- 10:00 Drawing. Draw familiar object based on type solids—book, lunchbox, ball, bucket, glass. Pencil.
- 10:45 Intermission of five minutes.
- 10:50 Joint meeting of teachers and school committeemen.
The following topics may be discussed informally:
- a. What the committeemen expect of the teacher.
 - b. What the teacher expects of the committeemen.
 - c. What more can the committeemen do for the cause of education in their districts than they are doing?
 - d. School betterment clubs.

Noon intermission.

FIRST WEEK.

FRIDAY—AFTERNOON SESSION.

PRIMARY SECTION.

- 1:30 Phonics.
- 2:15 Language. Letter Writing and Memorizing. Give the correct form for writing simple letters of friendship; have this form copied until the children can write from dictation a simple letter. Give a list of poems and Mother Goose Rhymes suitable for memorizing in the first and second grades. See course of study, pages 30 and 32. Give instructions for teaching pupils to memorize. Assign selections from the Boyhood of Hiawatha to be dramatized the following day.
- 3:00 Intermission of five minutes.
- 3:05 Occupation or Busy Work.
- 3:45 Writing.

INTERMEDIATE SECTION.

- 1:30 Geography. Dodge's Primary Geography, Chapter XX—North America. Note suggestions in Course of Study and in Kenyon's Model Lessons.
- 2:15 History. Our Republic. Lesson V, Chapter XLIII.
IV. The War for Independence. 1777.
- (a) Princeton: 1. Study map.
2. Was this a well-fought battle?
 - (b) Saratoga: Study map.
1. Was British plan a feasible one?
2. Did the defeat of Burgoyne hold any promise for the future for the Continental army?
 - (c) International Quarrels and Foreign Aid.
- 3:00 Intermission of five minutes.
- 3:05 Arithmetic. Milne's II. Sections 190-191. Drill on tables in common use. Make this work concrete, so far as possible, by making actual measurements in the classroom.

- 3:35 Language. Fourth and Fifth Grades. Picture Study. "The Angelus." Use the small size Perry picture for this study, and use it to illustrate the story developed from the study of the picture. Have the story copied in the language booklet to be made by each teacher during the institute.
-

SECOND WEEK.

MONDAY—MORNING SESSION.

GENERAL SESSION.

- 9:00 Opening exercises.
- 9:15 Roll call.
- 9:20 The conductor will take up the time of this period in calling the attention of teachers to the bulletins on Health Talks and Medical Inspection of Schools. Let the teachers present tell what use they have made of these bulletins and of Ritchie's Primer of Sanitation. Give instruction, if necessary, on how to make eye and ear tests, how to detect adenoids, how to fumigate and ventilate schoolhouses. This should be a vital and well spent hour.
- 10:00 Assignment of lessons for "School Day." See outline for next day's work.
- 10:45 Intermission of five minutes.
- 10:50 The Library and How to Use It. How can the teacher stimulate an interest in reading the books of the library? See directions for "Story-telling Hour" in Miss Leatherman's bulletin.
- 11:20 Teaching Pupils to Think. Chapter V of Everyday Problems. Topics for special study: 1. Clear thinking and a good memory. 2. Apply the principles brought out in this discussion to the lesson in geography assigned for the afternoon session. 3. Home study. 4. Formal requirements v. training in self-helpfulness.
- Noon intermission.
-

SECOND WEEK.

MONDAY—AFTERNOON SESSION.

PRIMARY SECTION.

- 1:30 Phonics.
- 2:15 Language. First and Second Grades. Dramatization. Have the story of the Boyhood of Hiawatha dramatized. (See Noyes & Ray's Little Plays for Little People, Houghton, Mifflin, Boston.)
- 3:00 Intermission of five minutes.
- 3:05 Reading. First Year. Discuss, among others, the following topics:
1. How soon should the Primer be taken up? The First Reader?
 2. Standards in reading.
 3. Preparation and assignment of the lesson.
 4. What books should be read in the first grade of a six months school?

Using the adopted Primer, give a model lesson, Howell's Primer, page 17; Haliburton's Primer, pp. 8-9.

- 3:45 Writing. A few minutes of every lesson should be taken up with movement drills. Follow suggestions in copy books.

INTERMEDIATE SECTION.

- 1:30 Geography. Dodge's Primary Geography, Chapters XXIII-XXIV. Middle and Southern Atlantic Coast States. Note especially North Carolina and nearby States. Study different occupations and reasons therefor; stress cotton-growing and manufacturing; raise the question as to the reasons for the development of the cities. Note Questions and Exercises.
- 2:15 History. Our Republic. Lesson VI, Chapters XLIV-XLV.
IV. The War for Independence (continued). 1778.
1. Valley Forge and Monmouth. Study map and Conway Cabal.
 2. How was America to meet the question of financing the army?
 3. The West takes part in the war. Why should the pioneers become patriots?
- 3:00 Intermission of five minutes.
- 3:05 Arithmetic. Milne's II. Sections 263-273. Make this work concrete. Train pupils to make practical application of these processes to the problems of the home, the farm, the playground.
- 3:35 Language. Memorizing. Give a list of poems suitable for each of the grades 4-7. See pages 104-105 in *How to Teach Reading and Civics*. Give directions for memorizing and illustrate by having the class memorize two stanzas of the "Village Blacksmith."

SECOND WEEK.

TUESDAY.

*SCHOOL DAY.

The purpose of this "School Day" is to show the orderly running of a typical day in a one-teacher school. The "school" should open promptly at 9 o'clock with appropriate exercises, and should proceed according to a carefully prepared programme. A part of the work for last Thursday morning was to prepare a programme for a one-teacher school, which programme was to serve as a guide for this day's work. It should be placed on the blackboard or on large manila cardboard in full view of the "school." The teachers of the institute are the pupils and the conductors are the instructors. The lessons are to be assigned the day before, as indicated. The teachers of the primary section will be assigned the work of the first three grades and those of the intermediate section the work of the fourth, fifth, sixth, and seventh grades. Extreme care should be observed to hold each recitation within the time limits assigned, and the conductors should be prepared to present each lesson in its entirety. Time should be taken at the close of each lesson for the assignment of next lesson, just as though the school were to run next day. All of the devices for securing economy of time in passing to and from recitations and in the distribution of books and materials should be exemplified. While one "class" is reciting, another should be at work on some definite assignment specified in the programme. In fact, there should be as faithful reproduction of actual school life as possible. If proper preparation be made, the teachers will enter into the work with spirit. It can easily be made one of the most valuable features of the institute.

*See note on page 19.

SECOND WEEK.

WEDNESDAY—MORNING SESSION.

GENERAL SESSION.

- 9:00 Opening exercises.
- 9:15 Roll call.
- 9:20 Exhibition of school work in local schools; County Exhibits; State Fair. *Relation of Teacher to Community.* Round-table discussions.
- 10:00 Drawing. Simple landscape—sky, ground, distant trees. Pencil or color.
- 10:45 Intermission of five minutes.
- 10:50 Round-table discussion: 1. How have you been using the Outline in Geography in the Course of Study to meet the needs of the children in your district? 2. How are you planning to use this outline to meet the needs of the children of the district in which you will teach this year?
- 11:25 Teaching the Pupils to Execute. Chapter VI of *Everyday Problems*. Topics for special study: 1. Spelling as a technical subject. 2. Vocabulary for the spelling lesson. 3. Classification of children as ear or eye spellers. 4. The spelling recitation; syllabication; written and oral spelling; dictation; the final test. A model lesson should be taught during the institute, followed by a spelling match the last day.
- Noon intermission.

SECOND WEEK.

WEDNESDAY—AFTERNOON SESSION.

PRIMARY SECTION.

- 1:30 Phonics.
- 2:15 Language. Third Year. Reproduction. Use the story of the Wind and the Sun, Hyde's Book I, pages 3-4. After the class has become thoroughly familiar with the story, have it written, then copied in the language booklet. Call attention to the fact that this represents the amount of work to be done in two lessons in regular school.
- 3:00 Intermission of five minutes.
- 3:05 Reading. Second Grade. Using a group of teachers as a class, conduct a model lesson for the second grade. Use the story of the Country Mouse and the Town Mouse, Graded Classics II, page 51. What should be the standard of reading in the second grade?
- 3:45 Writing.

INTERMEDIATE SECTION.

- 1:30 Geography. Dodge's Comparative Geography, Chapters XVIII-XXI. Distribution of Plants, Distribution of Animals, Distribution of People. Be sure to use pictures and maps, and study the figures referred to in the texts. Note Questions and Exercises.
- 2:15 History. Our Republic. Lesson VII, Chapters XLVI-XLVII.
- III. War for Independence (cont.). 1779-1780.
1. Why should the British make a concerted action on the South? Charleston and Camden.
 2. Did they find much Tory support?
 3. Was King's Mountain a decisive battle?
 4. What effect did the treason of Arnold have on the prospects of the war?

- 3:00 Intermission of five minutes.
 3:05 Arithmetic. Milne's II. Sections 273-295.
 3:35 Grammar. Sixth and Seventh Grades. Study 112, page 107, Essentials in English, Book II. Uses of the noun clause.

SECOND WEEK.

THURSDAY—MORNING SESSION.

GENERAL SESSION.

- 9:00 Opening exercises.
 9:15 Roll call.
 9:20 Explanation of new register; system of daily marks; blanks for individual history of pupils. How to secure better attendance and punctuality; compulsory attendance. Round-table discussions.
 10:00 Drawing. Draw flowers—color.
 10:45 Intermission of five minutes.
 10:50 Preparation for model Friday Afternoon Exercises to be held next day. These should consist of five-minute stories, songs dramatizations, games, review of some library book, recitations or speeches, etc.
 11:25 Teaching the Arts of Communication. Chapter VIII of Everyday Problems. Special topics: 1. How the child gets the meaning of words. 2. The social basis for language teaching. 3. The motive for acquiring the art of expression. 4. What should be the attitude of the teacher toward slang? 5. Naturalness in expression.
 Noon intermission.

SECOND WEEK.

THURSDAY—AFTERNOON SESSION.

PRIMARY SECTION.

- 1:30 Phonics.
 2:15 Language. Third year. Dictation. Use Exercise I, Lesson 29, Hyde's Book I. Also sentences illustrating any principle taught during the institute. This will give the conductor an opportunity to assist any teachers deficient in the most common forms of correct English.
 3:00 Intermission of five minutes.
 3:05 The sand table and what use to make of it in the primary school.
 3:35 Reading. Third Year. Use Androclus and the Lion. Lesson I. Graded Classics III.

INTERMEDIATE SECTION.

- 1:30 Geography. Dodge's Comparative Geography, Chapter XXIII. North America: The Continent as a Whole. See Course of Study and Kenyon's Model Lessons. (North America is treated again here in order to show different methods of treatment in the fourth and sixth grades.)
 2:15 History. Our Republic. Lesson VIII, Chapter XLVIII. III. War for Independence (cont.). 1781.
 1. Southern war continued. Cowpens. Retreat of Greene.
 2. How did Guilford Courthouse hasten the surrender?
 3. Yorktown and the effects.
 3:00 Intermission of five minutes.

- 3:05 Grammar. Sixth and Seventh Grades. The Uses of the Infinitive. Studies 155-157, Essentials in English, Book II.
- 3:35 Civics. See Bulletin I, How to Teach Reading and Civics. Make the teaching of civil government concrete. Illustrate by study of county government.
-

SECOND WEEK.

FRIDAY—MORNING SESSION.

GENERAL SESSION.

- 9:00 Opening exercises.
- 9:15 Roll call.
- 9:20 Reading Circle for 1914-15. For description of course, see *North Carolina Education* for June. Diplomas given at close of ensuing course.
- 10:00 Lesson in Drawing. Study a near tree. Pencil or color.
- 10:45 Intermission of five minutes.
- 10:50 Tendencies of Novices in Teaching. Chapter IX of Everyday Problems. Special topics: 1. Some typical defects in teaching: No idea of the value of studies; shooting over the pupils' heads; spiritless teaching; narrowness of view; failure to make pupils self-active. 2. Dynamic v. static attitudes. 3. Examiner v. instructor. 4. Humor in the schoolroom.
- Noon intermission.
-

SECOND WEEK.

FRIDAY—AFTERNOON SESSION.

GENERAL SESSION.

- 1:30 The conductors call attention to any matters that may have been left over.
- 2:15 Friday Afternoon Exercises. See programme Thursday morning.
- 3:15 Conductor and county superintendent issue certificates to all teachers who have complied with the law.
- Adjourn with singing.

NOTE.—No examination held at close of institute should begin before the regular afternoon hour on Friday. It should be based largely on the work of the institute, and the questions should be prepared by the conductor.

NOTE.—Where high school teachers are present at the institute, they may meet in the afternoon in a room to themselves for the consideration of the problems of the high school. Study Brown's *The American High School*, Hart's *Educational Resources of Village and Rural Communities*, Macmillan Co., and the *High School Hand-book*.

SECOND WEEK.

NOTE.—If the local conditions are not favorable for School Day, the work outlined for Wednesday and Thursday of the second week may be taken on Tuesday and Wednesday respectively, and the following schedule used for Thursday:

THURSDAY—MORNING SESSION.

GENERAL SESSION.

- 9:00 Opening exercises.
- 9:15 Roll call.

- 9:20 1. How have you been using the outline in arithmetic in the Course of Study to meet the needs of the children of your district?
 2. How are you planning to use this outline to meet the needs of the children of the district in which you will teach this year?
- 10:00 The Rural Library. Assignment of books to pupils; the library register; care of library during vacation; report of teacher to county superintendent; supplemental libraries.
- 10:45 Intermission of five minutes.
- 10:50 The Education of Girls. Chapter X of Everyday Problems. Special topics: 1. A home-maker's course. 2. Vital studies arouse interest. 3. A curriculum based on discipline. 4. Appreciation of changing phenomena. 5. The study of foreign language. 6. Training in the humanities. 7. The value of history for girls. 8. The study of nature. 9. Vocational training.
- Noon intermission.

SECOND WEEK.

THURSDAY—AFTERNOON SESSION.

PRIMARY SECTION.

- 1:30 Phonics.
- 2:15 Reading. Select a lesson from the Second Reader. Discuss with the teachers the necessity of a definite assignment of the lesson and preparation of the preceding day.
- 3:00 Intermission of five minutes.
- 3:05 Round-table discussion of the difficulties encountered in the teaching of arithmetic.
- 3:35 Drawing. Illustration. Use either a reading lesson or a story presented in the institute and have it illustrated. Pencil or color.

INTERMEDIATE SECTION.

- 1:30 Geography. Dodge's Comparative Geography, Chapter XXXIX—Mexico. It should be easy to arouse interest in this chapter at this time.

NOTE.—Conductors should call attention to Teachers' and Children's Helps, pages 79-80 of the Course of Study; also to the importance of using all the pictures, maps, tables, etc., in the text; and to such objective work as map drawing and cutting, modeling in clay or putty, the use of the sand table or pile, etc.

- 2:15 History. Our Republic. Lesson IX, Chapter XLIX.

IV. Peace and Treaty.

1. How did America hasten peace treaty?
2. What were the conditions of the treaty?
3. What were the immediate prospects of America?

Review. Did the Americans gain the things for which they began fighting?

- 3:00 Intermission of five minutes.
- 3:05 Agricultural Supplement to Milne's Book II, pages 306-315.

ATTENDANCE AT INSTITUTES

Below is a list of counties in which institutes were held, with the number of teachers enrolled according to sex. As there are 10,082 white teachers in the State, it will be seen from an examination of the statistics given below that 72.3 per cent of these teachers were enrolled in the institutes. This does not include the teachers attending summer schools.

Counties.	Male.	Female.	Total.
Alamance.....	18	77	95
Alexander.....	63	57	120
Alleghany.....	40	33	73
Ashe.....	68	44	112
Anson.....	4	51	55
Avery.....	19	22	41
Beaufort.....	4	35	39
Bertie.....	3	70	73
Bladen.....	5	54	59
Brunswick.....	6	28	34
Buncombe.....	56	215	271
Burke.....	30	62	92
Cabarrus.....	19	96	115
Caldwell.....	33	55	88
Camden (see Pasquotank—joint institute).....			
Carteret.....	11	35	46
Caswell.....	4	38	42
Catawba.....	29	91	120
Chatham.....	14	53	67
Cherokee.....	23	52	75
Chowan (Training School at Greenville).....			
Clay.....	24	35	59
Cleveland.....	47	134	181
Columbus.....	30	48	78
Craven.....	*2	37	39
Cumberland.....	9	57	66
Currituck (see Pasquotank—joint institute).....			
Dare.....	6	23	29
Davidson.....	51	90	141
Davie.....	25	49	74
Duplin.....	20	55	75
Durham (special arrangement).....			
Edgecombe.....	3	44	47
Forsyth.....	44	143	187
Franklin.....	3	55	58
Gaston.....	26	103	129
Gates.....	1	26	27
Graham.....	12	22	34
Granville.....	2	96	98
Greene (East Carolina Teachers' Training School).....			
Guilford (Summer School at Normal College).....			
Halifax.....	0	29	29
Harnett.....	18	74	92
Haywood.....	45	97	142
Henderson.....	24	75	99
Hertford.....	4	35	39

*See Pamlico County—Joint Institute.

Counties.	Male.	Female.	Total.
Hoke.....	2	21	23
Hyde.....	7	26	33
Iredell.....	50	96	146
Jackson.....	27	40	67
Johnston.....	32	88	120
Jones.....	3	27	30
Lenoir.....	1	68	69
Lee.....	14	88	102
Lincoln.....	17	89	106
Macon.....	41	63	104
Madison.....	49	123	172
Martin.....	10	32	42
McDowell.....	18	63	81
Mecklenburg.....	17	123	140
Mitchell.....	48	20	68
Montgomery.....	10	44	54
Moore.....	7	53	60
Nash.....	0	36	36
New Hanover.....	0	44	44
Northampton.....	10	23	33
Onslow.....	14	56	70
Orange (special arrangement).....			
Pamlico (Joint Institute with Craven).....			
Pasquotank.....	*10	60	70
Pender.....	6	58	64
Perquimans.....	1	28	29
Person.....	1	41	42
Pitt (East Carolina Training School).....			
Polk.....	1	20	21
Randolph.....	25	120	145
Richmond.....	7	28	35
Robeson.....	20	98	118
Rockingham.....	13	128	141
Rowan.....	20	109	129
Rutherford.....	42	158	200
Sampson.....	18	131	149
Scotland.....	6	23	29
Stanly.....	15	51	66
Stokes.....	6	74	80
Surry.....	51	97	148
Swain.....	20	50	70
Transylvania.....	16	30	46
Tyrrell.....	†16	24	40
Union.....	33	96	129
Vance.....	3	52	55
Wake (Summer schools in Raleigh, Greenville and Greensboro).....			
Warren.....	3	38	41
Washington (Joint Institute with Tyrrell).....			
Watauga (Appalachian Training School).....			
Wayne.....	16	112	128
Wilkes.....	81	100	181
Wilson.....	4	23	27
Yadkin.....	48	63	111
Yancey.....	25	30	55
Total.....	1,729	5,560	7,289

*See Camden and Currituck Counties—Joint Institute.

†See Washington County—Joint Institute.

Institutes for Negroes.—In a majority of the counties separate provision was made for giving instruction to the negro teachers. In most cases negro instructors were provided, but in some instances the white conductors took charge of the negro institute also, while in other instances the county superintendent, assisted by local talent, gave instruction to the negro teachers. A few of the mountain counties have so few negro teachers that no attempt was made to hold an institute for them. A union institute for negro teachers was held at Elizabeth City, July 20-August 7, in which the following counties were participants: Camden, Chowan, Currituck, Dare, Gates, Pasquotank and Perquimans. Another union institute was held at Bricks in which Halifax, Nash and Northampton counties took part. Joint institutes were held at Winton for Bertie and Hertford counties, at Whiteville for Brunswick and Columbus counties, at Creswell for Tyrrell and Washington counties and at Washington for Beaufort and Hyde counties. These union and joint institutes were successful. By joining together, the counties could secure better instructors for a longer term. The results at the union institutes were especially gratifying. It is our plan to establish other union institutes at suitable convenient centers and encourage the spirit of co-operation along this line.

COUNTY TEACHERS' ASSOCIATIONS.

Number.—Practically all the counties held teachers' meetings during the school year of 1913-1914. Most of these counties held monthly meetings. A few, in the mountains and on the coast, where the conditions of climate and travel were adverse, held only one or two meetings. An increasing number of the counties are holding township or section meetings in addition to the regular monthly gatherings, and with good results.

Purpose.—The main purpose of these meetings is to continue the work of teacher-training along the lines laid down in the institutes. A carefully prepared program is usually made out, printed, and distributed among the teachers at least a month before the meeting, thus insuring definiteness in the work of the association.

Program.—As a rule, this program embraces three main features:

1. Problems of supervision, led by the county superintendent.
2. A model lesson in primary work, presented by some teacher.
3. Some phase of the reading circle course, led by the county superintendent or a teacher.

Attendance.—The attendance of teachers at these meetings is usually gratifying. The sentiment is growing among the teachers that if they would measure up to the increasing demands made of them they must lay hold of every opportunity afforded them for professional improvement. However, the counties that report the best attendance are those that pay the teachers a small amount to cover their traveling expenses.

Below is given a list of the counties holding teachers' meetings and having teachers' associations. Eighty-one counties reported the enrollment of their teachers in these meetings for 1914. Seven counties report meetings but fail to report the enrollment. Five counties made no report. Only seven counties had no meetings. In one of these two meetings were planned and advertised but could not be held on account of bad weather and bad roads. In the most of these seven counties, associations have been organized for 1915.

Counties.	Enrollment.
Alamance.....	110
Alexander.....	78
Alleghany.....	60
Anson.....	78
Ashe.....	75
Avery.....	45
Beaufort.....	** 194
Bertie.....	78
Bladen.....	56
Brunswick.....	*
Buncombe.....	†
Burke.....	62
Cabarrus.....	102
Caldwell.....	118
Camden.....	27
Carteret.....	38
Caswell.....	†
Catawba.....	102
Chatham.....	45
Cherokee.....	† *
Chowan.....	25
Clay.....	40
Cleveland.....	167
Columbus.....	126
Craven.....	60
Cumberland.....	63
Currituck.....	30
Dare.....	14
Davidson.....	† * 128
Davie.....	56
Duplin.....	72
Durham.....	83
Edgecombe.....	† * 70
Forsyth.....	128
Franklin.....	70
Gaston.....	*
Gates.....	69
Graham.....	21
Granville.....	90
Greene.....	44
Guilford.....	205
Halifax.....	45
Harnett.....	159
Haywood.....	† * 75
Henderson.....	74
Hertford.....	28
Hoke.....	28
Hyde.....	24
Iredell.....	117
Jackson.....	76
Johnston.....	185

Counties.	Enrollment.
Jones.....	37
Lee.....	42
Lenoir.....	*
Lincoln.....	75
Macon.....	62
Madison.....	75
Martin.....	60
McDowell.....	†
Mecklenburg.....	139
Mitchell.....	‡
Montgomery.....	†
Moore.....	63
Nash.....	65
New Hanover.....	23
Northampton.....	65
Onslow.....	75
Orange.....	70
Pamlico.....	46
Pasquotank.....	28
Pender.....	68
Perquimans.....	†††
Person.....	50
Pitt.....	144
Polk.....	41
Randolph.....	88
Richmond.....	58
Robeson.....	224
Rockingham.....	*
Rowan.....	105
Rutherford.....	130
Sampson.....	100
Scotland.....	‡
Stanly.....	100
Stokes.....	40
Surry.....	78
Swain.....	48
Transylvania.....	49
Tyrrell.....	‡
Union.....	133
Vance.....	38
Wake.....	171
Warren.....	54
Washington.....	45
Watauga.....	*
Wayne.....	136
Wilkes.....	160
Wilson.....	80
Yadkin.....	101
Yancey.....	53
Total.....	6,759

††Report for 1913. *Meetings held but enrollment not given. †No report.

‡No meetings held. ‡Association and reading circle organized for 1914, at close of institute.

†††Two meetings were called but not held on account of bad weather.

Lectures.—A fault that is too common in many of the county associations is the having of one or more lectures at each meeting. It is comparatively easier to secure a lecturer who will consume the time of the meeting than it is to plan and carry out a program of definite and systematic work. Too much lecturing would kill the spirit of the County Teachers' Association, as it formerly came near killing the Teachers' Institute. A model lesson in reading, drawing, or number, or a round-table discussion based on a chapter of one of the books prescribed for the Teachers' Reading Circle would be productive of far more good to the teacher than the average lecture.

THE READING CIRCLE.

Purpose.—The North Carolina Teachers' Reading Circle was established in the summer of 1909. Its design is to furnish from year to year a carefully selected course of reading adapted to the professional needs of teachers. Such a course would be admirable even for the trained teacher, but the necessity for it becomes imperative in view of the fact that two-thirds of our rural teachers are without any professional training whatever.

The Course.—The books of the course are selected by the Supervisor of Teacher-training, subject to the approval of the State Superintendent of Public Instruction. The selection is made in the spring, usually by the first of April. A pamphlet describing the year's reading and containing general directions to teachers and county superintendents regarding the organization of reading circles, purchase of books, certificates of membership, etc., is then issued and distributed.

The course for 1913-'14 was as follows:

O'Shea's Everyday Problems in Teaching.
Evan's Growing a Life.
Carney's Country Life and the Country School.
North Carolina Education.

The course for 1914-'15 is as follows:

O'Shea's Everyday Problems in Teaching.
Carney's Country Life and the Country School.
Brigham's Geographic Influences in American History.
Dodge and Kirkwey's The Teaching of Geography in the Elementary Schools.
Stephens' Phelps and His Teachers.
North Carolina Education.

Diplomas.—To those teachers that have successfully completed four years of reading and have certificates to that effect, a diploma will be issued by the State Department of Public Instruction.

Certificate of Enrollment.—A teacher joining the reading circle must sign a certificate like the following and deposit it with the county superintendent:

CERTIFICATE OF ENROLLMENT.

TO THE COUNTY SUPERINTENDENT.

You are hereby authorized to enroll my name as a member of the

NORTH CAROLINA TEACHERS' READING CIRCLE

for.....County, North Carolina, and I hereby agree to procure and read faithfully all the books prescribed in the course for the year 1914-'15.

.....Teacher.

Date..... P. O.....

Certificate of Credit.—This certificate is given when a teacher has finished the reading course for the current year and has successfully passed the examination on "Theory and Practice," which is based from year to year on the reading course. The examinations on "Theory and Practice" are a part of the regular uniform county examinations held in July and October. The certificate of credit for 1914-'15 is as follows:

CERTIFICATE OF CREDIT.

1914-'15.

THIS CERTIFIES, *That*.....
of.....*County, North Carolina, has given satisfactory evidence of having completed the work of the North Carolina Teachers' Reading Circle for the current school year.*

Date.....

.....
County Superintendent.

Membership.—While membership in the reading circle is technically optional, it is virtually compulsory to those teachers that desire to have any professional standing. To encourage teachers to take the course the county superintendents have been advised to renew, free of cost, the first grade certificates of all who are members of the reading circle and County Teachers' Association, and to give such teachers the preference, other things being equal, in positions and salaries.

Educational Bulletins.—A very important feature of the work of teacher-training is the preparation and distribution, free of cost to the teacher, of a series of helpful educational bulletins on various topics. Teachers are urged to read these bulletins and to keep them on their desks for ready reference. Four of these bulletins form a part of the reading circle course: How to Teach Reading, Course of Study, Institute Manual, and Opening Exercises.

Success.—The county superintendents are responding heartily, as a rule, to all plans and suggestions respecting the operations of the reading circle, and are meeting with marked success in their respective counties in the important work of stimulating greater professional zeal and knowledge in their teachers.

PERSONAL VISITATION BY THE SUPERVISOR.

The Supervisor of Teacher-training has personally visited a majority of the counties, either during the institute or some meeting of the County Teachers' Association, where he presents some phase of the work of teacher-training.

THIRD BIENNIAL REPORT

OF

STATE AGENT FOR RURAL ELEMENTARY SCHOOLS

L. C. BROGDEN

ISSUED FROM OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION, RALEIGH, N. C.
1914

REPORT OF STATE AGENT FOR ELEMENTARY SCHOOLS

RALEIGH, N. C., November 10, 1914.

HON. J. Y. JOYNER,

State Superintendent of Public Instruction,

Raleigh, N. C.

MY DEAR SIR:—I herewith submit my third biennial report as State Agent for Rural Elementary Schools.

A large part of my time during the past two years has been spent in the field, making a close study at first hand of the existing needs and conditions of the rural schools of the State, in order to gain a more intelligent and accurate notion of the nature of the work most needed to be done to increase the value of teaching and the supervision of the schools. In connection with my study and investigation of the needs and conditions of the schools in the counties visited, my work has been directed along the following lines, viz.: (1) with the County Superintendents; (2) with the teachers; (3) working to bring about more adequate supervision through the employment of Rural School Supervisors; (4) working to bring about a more efficient type of rural elementary school; and (5) meeting with the people in their community meetings to arouse and to organize a more effective sentiment and coöperation for better rural schools.

I.

INDIVIDUAL WORK WITH THE COUNTY SUPERINTENDENTS.

It has been my purpose here to study with the individual superintendents, in the representative counties selected, the needs and conditions of the typical individual schools, including the most efficient, the average, and the most inefficient. Upon our visitation to these schools, and after we have had time to make a careful study of their needs and conditions, the physical condition of the schoolroom, its heating, lighting, ventilation, its appearance, its comfort and equipment, the appearance of the school yard, its provisions for sanitation, and after having had the time to study the work of the teacher, her gradation and classification of pupils, her daily program, her school management and conduct of the recitation, we have then attempted improvements through private conference with the superintendent, and occasionally with the consent of the teacher, the recess period has been prolonged, in order that she, the county superintendent, and the supervisor might have sufficient time to discuss definite plans for improving the conditions of the school and the work of the teacher. This visitation of the individual schools with the county superintendent, spending a continuous week in private conference with him, discussing their definite needs and conditions and constructing well-thought-out plans for their revision and improvement, I am persuaded to believe has always resulted in stimulating and strengthening him in his work.

II.

WORK WITH THE TEACHERS.

In addition to private conferences with the individual teacher after observing her teaching and management of the school, the physical conditions of the building and grounds, we have met with the teachers in various counties of the State in their township and county associations.

Some time previous to the township or county meeting, one of the teachers is asked to conduct, on the day of the meeting, a recitation with her pupils on some particular subject, in the course of study, which is assigned to her by the county superintendent. The other teachers of the group observe the work of the teacher in this demonstration lesson. At the close of the recitation a round table conference is conducted on the observations made. Each teacher is called on to state some particular point in the conduct of the recitation that she thinks is especially good and that she can use in her own teaching. These essential points as observed by the teachers themselves in this demonstration lesson are written upon the blackboard in the order in which they were made by the teacher in her demonstration lesson. These vital points are discussed, their relative values considered, and with them as a basis an effective method of teaching the subject is developed.

This plan of conducting a teachers' meeting is proving definite, practical, and effective.

In addition to visiting the individual teachers and discussing with them their particular problems, in addition to meeting with them in their township and county meetings, a large portion of my time during each summer is given to conducting meetings with the teachers in county institutes and summer schools, on better methods of teaching and school management.

III.

WORKING TO BRING ABOUT MORE ADEQUATE RURAL SCHOOL SUPERVISION.

This is one of the greatest needs of our rural schools to-day. A study of the reports of fourteen representative County Superintendents in 1909-1910 showed that if the time spent by each County Superintendent in those counties were equally distributed among all the schools of his county, that the total average amount of supervision given by each of these fourteen Superintendents to each school in his County during that entire school year was only one hour and fifty-four minutes. It needs no argument to demonstrate that this small amount of supervision given to the country school is totally inadequate. Yet the Superintendents in these fourteen Counties are among the most capable and conscientious and successful County Superintendents in the entire State. They are paid a living salary and are required to devote their entire time to the supervision and administration of their schools. But the facts in their reports showing the small amount of time they are able to spend in each rural school in their county during an entire school session makes emphatic this one supreme fact, that however, progressive, conscientious, or efficient the County Superintendent may be, yet it is a physical impossibility for any one man to give adequate supervision to such a large number of schools scattered over an area of from two hundred and fifty to nine-hundred and fifty square miles.

It is because of this vital need for more adequate rural school supervision under your effective direction that we have been endeavoring to get county boards of education throughout the State to see the need for, and the wisdom of appropriating money for the employment of one expert woman rural school supervisor to supplement and to intensify the work of the county superintendent.

Last year six counties—McDowell, Granville, Alamance, Johnston, Sampson and Northampton—appropriated money and employed for this work as capable women as could be found in the entire State. This year Vance county has joined the list of progressive counties in providing more effective rural school supervision. The work of these seven Supervisors is being directed by their County Boards of Education and their County Superintendents and the State Department of Education.

General Scope of the Supervisor's Work.

1. No supervisor is given the direction of more than ten rural schools annually. These schools are selected in representative parts of the county. These ten schools become demonstration schools, in showing what a really efficient elementary school can do in meeting the needs and demands of the country child.

2. The supervisor works with the teachers and the pupils in these demonstration schools, organizes and co-operates with the men and women in these ten communities in bringing about better school conditions, and after the close of her special schools the supervisor aids the county superintendent in organizing his county commencements, works with him in getting out his annual report, and in selecting and placing teachers for the coming session.

Method of the Supervisor's Work.

1. Increasing the efficiency of the teacher in the school. Having but ten schools to supervise it now becomes practicable for the supervisor to visit each school often enough and to remain long enough on each visitation to become well acquainted with the teacher's needs whether in better organization and management of the school, or in the actual teaching of the subjects in the course of study, through demonstration lessons in these subjects in which the teacher seems to be the weakest, through private conferences, and through well-planned teachers meetings the supervisor undertakes to meet the practical needs of the teacher in her school work.

2. Re-organizing and redirecting the work of the school to meet the practical needs of the country child through practical and systematic training in agriculture, in cooking, sewing, home sanitation, and through the organization of music clubs for the boys and girls in the school, and the boys and girls in the community who are not attending school.

3. Organizing the women of the community into Betterment Associations and directing their work in making the school grounds more attractive, and sanitary; in making the school building more comfortable and attractive, and in providing for it more adequate equipment.

4. Having but ten schools during the year it also becomes practicable for this supervisor to visit each of her "Special Communities" and remain long enough on each visitation to become well acquainted with and identified with the people. She has ample opportunity for finding what is practi-

cal for that particular community as a social and economic unit to undertake in providing better teachers, a larger school fund and a longer school term through the voting of a local tax. She also has ample opportunity for knowing to what extent consolidation and the enlargement of the school is practicable. In promoting the voting of local tax, and in the consolidation of weak schools into larger and stronger schools, these supervisors have already been able to render an appreciable service.

5. In selecting these ten schools, we have endeavored to select them with reference to their possibilities of becoming larger and more efficient schools. For example, a one-teacher school may be so situated that it is possible for it to become an absorption center, extend its boundary lines, increase the size of its taxable unit and develop into a two, three, or four teacher school. In communities where the possibilities seem to justify it we are holding up the three-teacher type of rural elementary school as the minimum type for vital efficiency. We do not undertake to abolish the one-teacher school wherever found. In many instances this is not practicable. But we do confidently believe that with the working out of an efficient county plan of consolidation it is entirely practicable in the Piedmont and Coastal Plain Regions to make the three-teacher school the prevailing type instead of permitting the one-teacher school to remain the prevailing type.

IV.

WORKING TO BRING ABOUT A MORE EFFICIENT TYPE OF RURAL ELEMENTARY SCHOOL.

With modern demands pressing upon him the farmer is giving the school question a more thoughtful consideration. He is asking himself the serious question, "What can our community do to make ours a better school, one that will give our children training for efficient citizenship, and one that will give them that practical training for their everyday needs whether upon the farm or in the home?" And this is a vital question he is asking when we consider the fact that at least eighty per cent of the children now growing up in any given community are going to remain and live and work in that community; are going to become not only subjects of law, but voters and makers of law; are going to become parents with the responsibility of training a future generation in and for that community; are going to become farmers, home-makers, and home-keepers; are, in a word, going to determine that community's future standards of worth in its material wealth and industrial progress as well as in its intellectual, social and moral efficiency. And this question is seen to be still more vital when we consider the further fact that about ninety-two per cent of the children now growing up in that community will never go beyond their community school. But in proportion to the seriousness with which the farmer studies his school question in that proportion is he coming to understand that the little one-teacher school near his front gate, with its twenty-five or thirty daily classes, with about eleven and one-half minutes for each class, with its lack of high school and vocational education, with its constant change of teachers—he is realizing that this type of school is about as much suited to meet the educational demands of his children for living in this twentieth century as is the little old one-horse "45" turning plow suited to his present demands as an intelligent and successful farmer. Actual experience is making plain the fact that the smallest type of elementary school that can guarantee to the country child anything like adequate

preparation for the most successful life and work in the country is the three-teacher rural elementary school.

And it is for the building up and the development of this type of rural elementary school that we have met in the community meetings with various communities throughout the State.

THE THREE-TEACHER TYPE OF SCHOOL AS A MINIMUM TO GIVE PROPER TRAINING FOR COUNTRY LIFE.

STEP ONE.

The first step necessary is to enlarge the territory of the one-teacher school district. The average size of the one-teacher school district is now approximately three miles by three miles, or nine square miles. It is plain that a territory so small as this is inadequate both as a unit of taxation and population. This territory should be increased as much as possible not to put the children beyond a reasonable walking distance of the school. A reasonable walking distance will depend to a certain extent on the condition of the roads. Where the roads are fairly good, two and one-half miles should not be considered an unreasonable walking distance to attend a good school. By observing the two and one-half miles as the limit of walking distance in the construction of a new district and by locating the building in the approximate geographical center of this district, it is practicable in various parts of every county in the State to increase the one-teacher school district from three by three miles, or nine square miles, to four by five miles, or twenty square miles, or even to increase it to five by five miles, or twenty-five square miles. A school district of four by five miles, or five by five miles, will insure enough taxable property, when a reasonable local tax is added to your county and State apportionment to make a school fund large enough to conduct a really efficient school.

STEP TWO.

We will have a school site of not less than six or eight acres. This will furnish ample ground for games of all kinds and for demonstration farm work—tomato growing for the girls and corn growing for the boys.

STEP THREE.

With this larger school fund arising from even larger school district we will erect in some central place at least a three-room school building with ample auditorium.

STEP FOUR.

Having increased the size of the average one-teacher school district from nine to twenty-five square miles, the school fund should now be sufficiently large to enable the committeemen to employ and retain in the school three competent, experienced and well trained teachers with a male principal.

STEP FIVE.

Having sufficiently enlarged its taxable area, the community will erect a home for the male principal near the school and the teachers will board with him. The principal's home will be to the principal in this country community what the parsonage is to the minister in the town. It will enable the principal to remain in the community the year round, becoming

thoroughly identified with the community's highest interest, becoming a leader in its industrial, social, and intellectual activities, whether it be in building better roads, making better crops, whether in elevating social standards, or in the development of a higher and more efficient type of intellectual and moral citizenship.

STEP SIX.

Work of the Principal in this School.

1. With the two women assistants—aiding them in the proper gradation and classification of their pupils; aiding in planning their daily work that they may not devote too much time to one class and too little time to another; aiding them in the discipline and management of their pupils; and aiding them through private conference and well planned teachers' meetings to become more efficient teachers.

2. This principle will give the boys and girls at least two years of High School instruction in order that when they finish this elementary school they will be able to complete the work of the State or City High School within two years rather than four, thereby making it unnecessary for parents to send them off from home to school at too early an age, and saving to them the cost of tuition and board or both for two years attendance upon State or City High School.

3. Since by far the largest number of children now growing up in this community will become farmers and farmers' wives, and since all the education that at least ninety per cent of them will ever receive for life and for work will be gotten in their local schools, then it becomes necessary that this ninety per cent shall have that training and that education best suited to their life and work in this community. Therefore, the principal of this school, in addition to the two years of High School instruction, will organize all the boys in this school above the fifth grade into a Boys' Farm Life Club for the purpose of teaching them through text-books and their demonstration farm, in the most practical and effective way, better farming, better business, and better living upon the farm.

Work of the Boys' Farm Life Club.

1. In addition to their text book on agriculture, there will be a specially prepared course for the club on some particular subject, *e. g.*, corn growing, binning with the deep fall breaking, adding humus to the soil through the sowing of a winter cover crop, the selection and testing of seed corn, the proper preparation of the seed bed, the fertilization of the soil, the proper mixing of fertilizer, the planting, cultivation, harvesting, and marketing the crop. This provides a continuous series of interesting lessons and activities with their immediate and practical application upon their school demonstration farm.

2. This club meets with the principal once each week, not for ten or eleven minutes only, but for thirty or forty minutes.

3. The natural interest of the members in the work of their Farm Life Club provided a basis for a clearer understanding of and adds a new and vital interest to the other subjects taught in the school. The boys now feel an actual and practical need for much they are learning in arithmetic, geography, nature study, as well as in their text book on agriculture, while in tell-

ing and writing about their interesting experiments on their school farm, or in drawing the plants they are raising at the different stages of their growth, drawing, language, and composition will lose much of its present monotony and grind.

4. After the school closes and continuously during the growing season, once or twice each week, the members of the Farm Life Club will meet at their school demonstration farm, either at the call of the principal (or in the absence of the principal, the county farm demonstrator). They will meet at their school farm to study the needs of the plant at that particular stage of its growth, the best method of cultivating it in that particular stage and the best implements to be used. Under the direction of principal or farm demonstrator, the members of the club will do the cultivating needed.

STEP SEVEN.

This type of school does not neglect the girls. It also provides for them that practical training and equipment that makes for more efficient home-making. The girls in the school are to learn how to grow to the best advantage the home garden, how to conserve its products for home use, and how to market to the best advantage the part not needed at home.

1. Therefore, the first assistant to the principal will organize all the girls in the school above the fifth grade into a Tomato Growing Club. There will be prepared for this work of the girls' club a definite outline bearing upon the growth of the tomato plant, as is done for the boys in the study of the corn plant, and this first assistant to the principal is to direct the work of the Girls' Tomato Club in their school demonstration garden along lines similar to those outlined for the principal in his direction of the work of the Boys' Farm Life Club on their demonstration plot. If the school be located in a community in which conditions are not favorable for the growing of tomatoes or some other garden crop, then the girls can be organized into a poultry raising club for which a specially prepared outline of work will be made.

2. Like the Boys' Farm Life Club, the girls' tomato or poultry club is to meet with their teacher once each week, not for ten or eleven minutes only, but for thirty or forty minutes.

3. But the work of the girls' club is not to be confined to the growing of some garden crop or poultry raising. Once each week this club will meet for practical training in household arts—cooking and sewing. Some one particular subject like bread baking will be carefully studied before taking up some other subject. For this work a specially prepared outline will be made. Through the active co-operation of the Betterment Association a small room and fireless cooker can be provided for the successful demonstration of their work in bread making. This work can be done as a regular part of the school under the constant direction and supervision of the teacher. Until this small room and fireless cooker are provided the members of the club will carry out in their homes the definite instructions of the teacher in bread making through the actual baking of the bread. Each girl will bring to school samples of the bread she has baked for the teacher's inspection and criticism and for helpful suggestions for a new trial.

This work in growing a better garden or in making better bread does not necessarily mean that the teacher will have more work to do in arithmetic, geography, nature study, drawing, language and composition, but it will

mean that the pupils will take a new and more vital interest in these subjects because they now feel that these subjects have a very vital relation to their life and work in the home.

STEP EIGHT.

Work of the Assistant to the Principal.

Country life is more than toil and drudgery; more than corn growing and bread making; it is more than a strenuous struggle for food and raiment. Country life is to be enjoyed and must be cultural as well as vocational.

There must be music in the home, music that will appeal to the purest and deepest passions of the soul. The gift of music, whether to play or sing, must be educated and trained; and the power to enjoy music must be equally educated and trained. There must be beauty in and around the home. There must be flowers that grow and bloom; there must be trailing vine and shrubbery; there must be choice pictures of seed time and harvest; there must be choice pictures of the world's greatest artists hung upon the walls of the rooms.

There must be social entertainment in this country community else isolation and loneliness will drive many of the ambitious boys and girls from its borders into the far away city. These social entertainments must provide opportunities not only for social enjoyment, but for social culture and social refinement. Therefore, this second assistant to the principal must be a strong, capable, tactful woman, because a part of her time is to be given to making country home life more enjoyable, more beautiful, and more satisfying.

1. She will coöperate with the first assistant and the principal in organizing the boys and the girls of the school over twelve or fifteen years of age, and the young men and the young women of the community into a singing club, directing them in their work, and aiding them in planning musical entertainments to be given at the school during the session. This singing club will hold its meetings either at the school or in some neighbor's home one or two Friday nights during each month.

2. She is to stimulate, organize, and direct the mothers and young women of the community in their betterment work to better equip the school and to make more beautiful the school buildings and school grounds.

3. Through tactful and resourceful leadership she is to stimulate and to aid the mothers and young women of the community in their planning to make their individual homes more attractive and more desirable.

STEP NINE.

Work of the County Farm Demonstrator in This School.

1. He is to know and have a personal interest in each boy in this Boys' Farm Life Club. He will know from beginning to end the work outlined to be done by the Boys' Farm Club and will keep in close touch with each step of the work undertaken. He will find out from the principal the day and the hour each week the Boys' Farm Club meets. He will meet with them two or three times each month and be prepared to take part in discussing the particular subject they are studying at the time of his visit, whether it be deep plowing, winter cover crops, testing seed, preparation of soil for a seed bed, the proper kind of fertilizer for their demonstration plot, or the actual mixing of the fertilizer to be used.

If the principal does not own his own home in the community, then the members of the club and the principal will elect the farm demonstrator their leader to continue during the summer months the work begun in their school before the close of school. The demonstrator will then call the members of the club to their school farm for an hour or two each week to study the needs of the plant at that particular stage of its growth, to study the kind of cultivation best suited to continue its growth, and the most effective implements to be used in the cultivation. Under the guidance and instruction of the farm demonstrator the members of the club will do the cultivation needed.

This coming together for an hour or two each week under the leadership of the principal or the county farm demonstrator not only guarantees to the members of this club continuous and effective instruction in better farming under favorable circumstances, but it keeps them in a strong and vigorous spirit of social coöperation. This farm demonstrator will bear the same co-operative relation to the girls in their Tomato Club work that he bears to the boys in their Farm Life Club. This farm demonstrator by his active co-operation with the principal and the teachers of this school, by his active and effective coöperation with the boys in their Farm Life Club and the girls in their Tomato Club, by his active coöperation with each individual member of the boys' and girls' club in their prize acre of corn at home or their prize plot of tomatoes in their home garden, renders not only a valuable service to the teachers, to the boys and girls, but becomes an effective leader of the entire community.

STEP TEN.

Work of the Tomato Club Workers in the School.

The Tomato Club worker will be to the first assistant and the members of the girls' club what the Boys' Corn Club agent and the farm demonstrator are to the Boys' Farm Life Club.

The Tomato Club worker will know and have a personal interest in each girl in the club. She will endeavor to interest each girl in the club to have one-tenth of an acre in her home garden in which she will undertake to carry out the instructions and knowledge gained in the school on tomato growing and tomato canning. The Tomato Club worker will have a copy of the work outlined for the girls in their study of the growth and cultivation of the tomato plant, and will thus be enabled to keep in intelligent and vital touch with each step of the work undertaken. She will find out from the first assistant the day and hour each week when the girls' club meets and the particular lesson on the growing of tomatoes they will discuss. The Tomato Club worker will plan to be present at two or three meetings each month and will be prepared to contribute from her practical knowledge and skill to the particular lesson under discussion at the time of her visit.

In the actual cultivation of the tomato, the breaking of the soil, etc., on their school demonstration plot, the girls may have the assistance of the members of the farm life club. This Tomato Club worker by her intelligent and effective coöperation with the teachers in the school, with the girls in their study of the growth and cultivation of the tomato on their school farm and on their individual prize plot in their home garden, renders not only a valuable service to the teachers and girls, but also becomes a valuable industrial and social leader for the entire community.

STEP ELEVEN.

The Value of the Auditorium in This Country School.

This auditorium is to be the common meeting ground of all the forces engaged in the community uplift.

1. In this auditorium will be held spelling matches, declaiming and debating contests with neighboring schools.

2. Here will be given musical entertainments for the people two or three times during the school term.

3. In this auditorium will be given illustrated lectures and educational addresses by some of the most effective speakers in the county or State on vital topics of community interest.

4. In this auditorium the mothers and young women of this large community will meet to plan improvements in the school building and school grounds.

5. Here the mothers and young women will meet to discuss plans and methods of improving the sanitation, the beauty and efficiency of their individual homes.

6. In this auditorium the members of the Farmers' Union will meet to discuss better farming and better living on the farm.

This auditorium will enable this school to become a vitalized community center in which all the forces of the community working for its highest well-being will be unified, stimulated, and made more effective. Out from the central school will go a radiating influence reaching unto the uttermost parts of the community, kindling and organizing it into one strong, progressive, and vitalized educational unit.

The Meaning and Value of This Type of School.

1. Through its large enrollment of boys and girls there will be guaranteed that interest and enthusiasm, that wholesome rivalry and emulation so essential to each individual's highest achievement.

2. Through this working together in the class room and school demonstration plot, social coöperation, so essential to the community's highest efficiency will become with them a fixed habit of life.

3. Through this carefully planned and successfully directed work the Boys' Farm Life Club and the Girls' Tomato and Home-Making Clubs, these boys and girls will be brought to a more intelligent acquaintanceship with the natural and human forces in their community, will come to have a keener appreciation of life and work upon the farm, and will be better trained and equipped to make effective workers in this community.

4. Through neighborhood spelling matches, neighborhood debating and declamation contests, through musical entertainments and educational addresses the demands for a larger and a more enjoyable social life will be met and the isolation and loneliness of country life will be overcome.

And this type of rural elementary school it is practicable to establish in the place of the inefficient, one-teacher type of school in the various progressive rural communities in every county in North Carolina.

REPORT OF SUPERINTENDENT

OF

STATE COLORED NORMAL SCHOOLS

AND

INDIAN NORMAL SCHOOL

OF

ROBESON COUNTY

FOR THE

YEARS 1912-1913 AND 1913-1914

E. E. SAMS, SUPERINTENDENT

LETTER OF TRANSMITTAL

To STATE BOARD OF EDUCATION,

HON. J. Y. JOYNER, *Secretary.*

HONORED SIRs:—I herewith submit my report as Superintendent of the State Colored Normal Schools and the State Indian Normal School, from July 1, 1912, to June 30, 1913, and from July 1, 1913, to June 30, 1914. This report includes the statements of the principals regarding the growth and condition of their respective schools.

Respectfully submitted,

E. E. SAMS.

*Superintendent State Colored Normal Schools
and State Indian Normal School.*

REPORT OF PRINCIPAL OF SLATER INDUSTRIAL AND STATE NORMAL SCHOOL.

WINSTON-SALEM, N. C., December 1, 1914.

PROF. E. E. SAMS, *Supervisor of Teacher Training, Raleigh, N. C.*

DEAR SIR:—Permit me to submit to you a statement regarding the condition and work of the Slater Normal School.

My present connection with the Slater Normal School began July 1, 1913, beginning a second period of my incumbency as Principal of the School.

The work of this period opened with a Summer School in which were enrolled 136 teachers from Forsyth, Davie, Yadkin, Wilkes, Rowan, Davidson, Randolph, Alamance and Buncombe counties.

STATISTICS.

The statistical facts from month to month have been filed with you regularly, and I am enclosing herewith a copy of our financial statement for the year—July 1, 1913 to June 30, 1914—the first year of my new connection with the school and covering our financial transactions for the last school year. I will say, however, that the total enrollment last year was 86 more pupils than were enrolled the year before, and the boarding school was doubled.

On the date of this report, December 1st, and at the end of the second month of our new term, our enrollment in the normal classes is 201, lacking only 10 of our enrollment in these classes for the whole of the last school year, and our total enrollment including the Practice School to date is 403, lacking only 8 of our total enrollment the last school year.

During the last school year we had 76 boarding pupils; on this date—the end of the second school month—we have 83 boarding pupils.

You will see, therefore, that we have had what may be considered a healthy growth.

THE NEW GIRLS' DORMITORY AND THE SLATER HOSPITAL PROPERTY.

At the close of the last session it was evident that more room was an urgent need for both class and dormitory purposes, and the question of supplying additional room for these purposes naturally became the chief concern of the Board of Trustees, which concern was shared in notable degree by you as superintendent.

This need you were good enough to lay before the State Board of Education, and the honorable Board very graciously allotted funds to provide a girls' dormitory, the demand for more room for girls being most urgent. During my former connection with the school through the generous aid of Mr. R. J. Reynolds, Winston-Salem's Great Captain of Industry, a fine property adjoining the School Campus consisting of a splendid building and eleven acres of land had been provided for hospital purposes, and was named

"The Slater Hospital." It had been provided that when this property should cease to be used as a hospital it would revert to the Slater School and to Mr. Reynolds according to the one-half interest which belonged to the school and to Mr. Reynolds respectively. The hospital had difficulty in running and was closed, although it has not yet been declared as reverted by competent authority. However, soon after accepting the principalship of the school in the vacation of 1913, I approached Mr. Reynolds and solicited his interest in the work, and he kindly consented to an indefinite use of this property by the school, which at once afforded us a fine dormitory for boys and gave relief for every immediate need in that direction.

But the pressing need of a girls' dormitory was no less insistent—hence, we were all greatly encouraged by the action of the State Board of Education in providing for the erection of a new girls' dormitory. This action of the Board enabled us to enter into a contract for making the necessary brick for this purpose, and there are now about 200,000 brick on the ground awaiting the letting of the contract for the erection of this much needed dormitory.

ADDITIONAL PROPERTY SECURED.

During this period of my incumbency as Principal extensive improvements have been made in the material condition of the school. During the vacation of 1913 by means of a special appropriation of the last Legislature, which was secured largely through the activity of my predecessor, we acquired several valuable lots of property lying within the radius of our campus, some of them containing little unsightly cabins which obstructed our view toward the city and prevented visitors from getting a favorable view of our main building as they approached the school property.

The securing of these lots and moving these cabins, represented an accomplishment which had been much desired from the time we occupied our present main building, and the accomplishing of this result has been a source of peculiar satisfaction.

OTHER NOTEWORTHY IMPROVEMENTS.

During the recent vacation other valuable improvements have been made, in addition to making the 200,000 brick for the new girls' dormitory as stated above.

Some time ago a State inspector had found our main building unsanitary in view of the fact that the drains from the bath rooms and toilets in the house were through terra cotta piping, thus leaving a liability to infection and possible epidemic.

During the past vacation iron soil sewer pipe was laid the entire length of our main building and about 35 feet beyond—a distance of more than 100 feet—and the baths and toilets overhauled so as to put all in first class condition and make all thoroughly sanitary. Besides, a sewer line of more than a quarter mile was laid from the main building and extended to connect with other buildings and accommodate the new girls' dormitory when it is built.

In connection with this a fine new sanitary fountain was installed in the main building. This fountain, costing more than fifty dollars, had been donated to the school at the last Commencement by the Alumni Association. Besides this, the small building known as the "Woody Home" was greatly

enlarged and fitted up as a Principal's house, enabling the Principal and his family to live on the school campus, thus increasing the efficiency of administration and discipline, as well as putting the Principal at all times in immediate and direct touch with the school and its work.

Furthermore, the long, narrow, one story building which formerly served as a sort of barracks for the boys was moved across the street to make way for the new girls' dormitory and was fitted up as an office building, as it had become necessary to use the old office in the main building as the school library.

CO-OPERATION WITH THE CITY OF WINSTON-SALEM AND THE COUNTY OF FORSYTH.

It had always been my policy to work in the fullest accord and coöperation with the city of Winston-Salem and the County of Forsyth; hence, I at once proceeded to renew and emphasize this policy; and we now have in Forsyth County and Winston-Salem practically one continuous school system from the first grade through the high and Normal School.

We have been placed under special obligation by the encouraging attitude of Superintendent Latham of the City Schools and Superintendent Speas of the County Schools.

There is, as you know, a city graded school practically on our campus which serves as our Practice School. During the recent vacation the city enlarged and improved this school by nearly trebling its capacity, and at considerable cost. This is now a fine nine-room graded school for the accommodation of seven grades and will contain also industrial rooms for these grades; and the articulation is so nearly complete that a child may enter the first grade of this school, or of any of the public schools of the city, and pursue an uninterrupted course through the grades and through the classes of the Slater High and Normal School. The same is true of the schools of the county.

Furthermore, the head of the Teacher-Training Department of the Slater Normal School is recognized by the city as the Principal of the Columbian Heights Graded School, which serves him as a pedagogical demonstration center.

EXTENSION AND ENRICHMENT OF COURSES AND TEACHER-TRAINING WORK.

It is a source of interest and gratification that most of our graduating class of last year and some of former years have returned to us to further prepare for their work as teachers and leaders of their race. We thought it best not to turn them away; and while our responsibility is thus increased, our student body is much strengthened by the presence of these graduates who now constitute the first year of our academic and professional department.

In connection with this extension and teacher-training work we are now planning a summer school of greatly increased efficiency for the next vacation.

It is our purpose not only to do the work usually undertaken in our Summer Schools, but to make the training available in connection with the plans of Prof. Newbold for the improvement of Negro rural schools.

We expect to make the industrial training features and instruction and demonstration in Primary work and methods especially strong. It is our desire to have experts in charge of every department of the Summer

School work. Our ultimate hope is that the school may remain open practically the year round, in order that the influence of the school may be as widely distributed as possible and that the State's investment in the plant here may be as nearly continuously productive as possible.

It is sincerely hoped that the funds of the school for maintenance may be sufficiently increased to enable the school to work out these plans in the interest of teacher-training and rural school improvement.

IMPROVED METHOD OF ACCOUNTS.

Since July 1st of this year we have undertaken to improve our methods of bookkeeping and accounts; and, with the aid of one of the leading public accountants of the State, we are glad to say that we now have our system fairly well worked out. We invite all who may be interested to visit our institution and look into our methods.

OUR GRADUATES.

I wish to add a brief word concerning our graduates and former students as the best sign of the efficiency of the work of the Institution, and as the best justification of the State's outlay at the Slater Normal School.

Our graduates and former students are teachers, industrial leaders, and professional workers that are making good in various communities of North Carolina, and in other States.

They are among the most valued teachers in some of our leading city graded schools. One of the female graduates is the Assistant Principal of the Columbian Heights City School, which is the Slater Practice School; and two other graduates are on the faculty of our Normal School here.

Our graduates are also among the leading teachers in the public schools of Forsyth County and of other counties of the State. The leading colored contractor and builder of Winston-Salem is a Slater graduate, having completed his trade in our Carpentry Department. These are but representatives among the large number of graduates and former students of whose records out of school we are proud.

May I close with a sincere expression of my appreciation of the generous encouragement and assistance, which I have received at your hands and of the uniform courtesy and coöperation of the members of the Board of Trustees? Hon. H. E. Fries, Col. W. A. Blair, and Hon. A. H. Eller as Chairman, Treasurer, and Secretary, respectively, of the Board have placed me under special obligations both by the courteous and helpful exercise of the functions of their offices and by wise and sympathetic advice in their capacity as the local members of the Board of Trustees. Again expressing my appreciation of your kindness and counsel as Superintendent, and thanking you, I am

Your obedient servant,

S. G. ATKINS,
Principal.

REPORT OF PRINCIPAL OF ELIZABETH CITY STATE NORMAL SCHOOL.

ELIZABETH CITY, N. C., May 22, 1914.

To the Superintendent of the State Colored Normal Schools, and Members of the Board of Managers of the State Normal School of North Carolina:

GENTLEMEN:—In obedience to your instruction, on the morning of September 8, 1913, I opened the twenty-third annual session of the State Normal School located at this place with an enrollment of 223 students and members of the working force. The session that has recently closed lasted eight months exclusive of ten days which the regulations designate and set apart as Christmas holidays.

The enrollment for the scholastic year, 1913-1914, was 528 pupils who were directed and taught by only ten instructors including the Principal. The counties which these students represented are the following: Bertie, Beaufort, Brunswick, Bladen, Currituck, Camden, Camden (N. J.), Columbus, Craven, Dare, Hillsboro (Fla.), Chowan, Edgecombe, Franklin, Gates, Halifax, Hertford, Hyde, Jones, Lenoir, Loudoun (Va.), Martin, Middlesex (Mass.), Nash, Norfolk (Va.), Northampton, Nansemond (Va.), Onslow, Pasquotank, Pamlico, Perquimans, Princess Ann (Va.), Pitt, Sussex (N. J.), Tyrrell, Vance, Washington, Warren, Wilson, New Haven (Conn.), and Essex (N. J.)—41.

Of the matriculates for the session, 128 lady students lived in the Girls' Dormitory, while 166 non resident young men and women boarded in private homes in the city. The majority of this number are men for whom we have no dormitory. This condition interferes with our teaching the boys orderly, systematic, industrious habits. Therefore among the urgent needs of the school I would respectfully mention a boys' dormitory, an industrial department for boys and a laundry for the girls. I am anxious for these improvements because I believe it to be somewhat risky to educate a live, active boy with no reference to the vocational. This institution is doing that and I am of the opinion that such education and training will not lessen loafing and crime among those who may be thus inclined. The school has no industrial department whatever for the boys. It is three-quarters of a mile from town but does not own a horse, mule or ox.

The girls receive good training in the Domestic Science and Domestic Art Departments, in the kitchen, in the dining room and in the laundry. The Principal verily believes that the head, hand and heart should be educated and with a little money an industrial department for boys could be started and the boys trained to do things with their hands.

During the first and a part of the second year of dormitory life, the girls' dormitory was lighted by oil lamps, which was not satisfactory. No funds were available by which electric lights could be installed. The Superintendent and the Board of Managers consented to the request of the Principal to have electric lights installed provided he would pay for the same. This was done from money saved from the Boarding Department. Pipes to drain the campus were laid also and paid for from the same reserved funds. The total cost was about \$200. The average monthly cost of lights was \$20. The total cost of lights for five months was \$108.15.

Three Singer sewing machines were purchased for the Domestic Science and Art Department by Prof. E. E. Sams, Superintendent of Normal Schools at the company's factory in Baltimore, Md., at a very pleasing discount. The school raised half of the cost of the machines.

In view of the fact that the appropriation for maintenance was insufficient, I found it necessary to supplement this amount from the proceeds of concerts, private donations, incidental fees and tuition. It is with pleasure therefore, that I submit herein the following financial report of the money raised by the school as above stated:

Practice School Tuition.....	\$ 32.00
Instrumental Music Department.....	98.75
Domestic Science and Domestic Art Department.....	13.06
Proceeds from rent of land.....	46.00
Incidental Fees	419.50
County Board of Education.....	75.00
City Board of Education	285.00
From Boarding Department (1912-1913).....	300.00
Concerts and Individuals.....	96.31
Diplomas	8.00
Total	\$1373.31

This is the largest amount that the school has raised during any one scholastic year.

While very much efficient and faithful service was rendered by members of the working force during the past session, still I am not prepared to say that the work was satisfactory.

The Commencement exercises were quite interesting and well attended by patrons, former students and friends who seemed to enjoy them. The Commencement sermon, which was preached by Rev. W. A. Taylor, D.D., of Washington, D. C., was a valuable and highly instructive discourse. The subject was "Lost Opportunities." The Commencement Address was delivered by Dr. C. C. Somerville of Portsmouth, Va., on the subject "Hope and Truth." It too was a very excellent address and greatly served the purpose for which it was made. The presenting of the diplomas followed. Prof. W. M. Hinton, of the city, who made a practical and timely address, presented forty-three diplomas to young men and women. There were also thirteen young women who received certificates as graduates from the Domestic Science and Domestic Art Department.

I mention with pleasure the visit paid the Normal by Professor N. C. Newbold, Assistant Supervisor of Rural Schools, and Professor W. M. Hinton, County Superintendent of Public Schools. Mr. Newbold came officially to inspect the school. We derived much benefit from his visit.

After he returned to Raleigh he wrote me as follows: "I am very much interested in your work, and believe you are rendering the State a most excellent service, and your race a service far beyond what they perhaps realize."

The official visits made by Professor E. E. Sams, Superintendent, from time to time, were always very encouraging, helpful and beneficial.

Mr. Superintendent and Gentlemen of the Board of Managers of the State Normal School, please permit me to say that I am aware of my great indebted-

edness to you for your wise counsel and advice in matters pertaining to the growth, development and prosperity of this school over which you have piloted me as Principal for twenty-three years. I do, therefore, express to you, my hearty and sincere thanks for the same, and beg the assurance of your continued interest and favors for even greater and more effective service of this institution for the young men and women of my race.

Most respectfully submitted,

P. W. MOORE, *Principal.*

May 22, 1914.

REPORT OF PRINCIPAL OF FAYETTEVILLE STATE NORMAL SCHOOL.

FAYETTEVILLE, N. C., December 1, 1914.

PROF. E. E. SAMS, *Superintendent State Normal Schools,*
Raleigh, N. C.

DEAR SIR:—I beg, respectfully to submit the following report, of the thirty-seventh annual session of the school, which began Monday, September 8, 1913; and after continuing for a term of eight months closed on Friday, April 24, 1914.

Teachers.—There were employed, throughout the session, eight regular instructors. Not one of the instructors was absent from school a day, during the session by reason of sickness.

Students.—There were enrolled, during the session, three hundred and fifty six students, from the following counties, viz: Alamance, Anson, Bladen, Brunswick, Cabarrus, Chatham, Columbus, Cumberland, Durham, Edgecombe, Granville, Harnett, Hertford, Hoke, Johnston, Lee, Montgomery, Moore, Nash, New Hanover, Pender, Richmond, Robeson, Sampson, Scotland, Vance, Wake, Wayne, Wilson—29.

Attendance.—The prompt and regular attendance of students was excellent. There were few absent students, comparatively, and practically no tardies at all. The monthly average attendance was for the first month 165; the second month 195; third month 251; fourth month 273; fifth month, 303; sixth month, 293; seventh month, 253; and eighth month, 256. This gives a daily average attendance for the session of eight months, 248. The per capita cost to the State for the training of the students at this institution is only \$2.16 a month, everything included.

Dormitory Accommodations.—Our dormitory accommodations for both male and female students were taxed to the extreme; and even, then, we were not able to accommodate all who applied to enter. There are, in the girls dormitory, twenty-six bed rooms, which are intended to accommodate two girls each; but we found it necessary, during the session, to place four girls in a room, and in a few cases five girls were assigned to the same room. Even with this crowded condition we could not accommodate, in the dormitory, all the girls who sought admittance.

Cottages For Boys.—The housing and caring for the male students were compassed with even more difficulty than that of providing for the female students. The six room frame cottage, on the campus was occupied by the principal and his family; but in addition to his occupancy of the cottage it accommodated also twelve male students, throughout the session. We rented three other small cottages in the immediate locality of the school, which were also used for dormitories for boys. The principal's office in the main school building was converted into a sleeping apartment for male students, which with the frame cottages referred to in the foregoing, enabled us to accommodate on the campus, fifty-two male students at one time.

In Private Families.—There were numbers of other students, however, both male and female, for whom accommodations were provided in private homes in the city. This latter course, however, was very undesirable for various reasons; yet, it was the best that could be done under the circumstances.

Shops.—The putting into practical operation, early in the session some work in carpentry and in blacksmithing, for the boys, proved to be a source of encouragement and inspiration to all grades and departments of the school. The first work which the boys were called upon to do, was to repair porches, floors, railings and steps; then to build the blacksmith shop. They next erected a barn and stables for a resident in the neighborhood of the school. Afterwards they assisted in building a cottage for another party in the locality of the school. For this work, during school hours, in the last two instances, a small sum was realized for the institution. The general repair work of the school was kept up, during the session by the boys.

Exhibit.—There were on exhibition, during commencement week, numerous articles from the cooking and sewing departments. Many of said articles were pronounced meritorious by persons of experience of both races. From the carpenter's shop and from the blacksmith shop there were exhibited a number of useful articles also. Among others were a pulpit for our chapel; tables, desks, seats, benches, hangers, for coats and trousers, etc. The building materials for the frequent repairs and for shops, and the tools and the material for the boys practice work were without cost to the State.

Prizes.—So much impressed with the character of the work here, until at the commencement of 1913, Dr. P. N. Melchor, of Fayetteville, volunteered to give annually \$20 in cash prizes for the best work done by students in Physiology. His prizes were awarded to members of the first and second year Normal Students. There were quite a number of other cash prizes given for efficiency, along other lines of work.

Commencement.—A few days after the opening of the session, it was the good fortune of the school and its thousands of friends, white and colored in this section of the State, to have present at a farmers' picnic and educational rally, our State Superintendent of Public Instruction and other educators of prominence. Dr. J. Y. Joyner delivered, on the occasion, a most admirable educational address, to the thousands who heard him gladly. It was to his visit and to his inspiring, encouraging and convincing address that I attribute much of the enthusiastic and prosperous work of the session.

There were seven students to finish the prescribed course of study, three males and four females. The closing exercises continued for a week. They were largely attended. The Commencement address by Prof. E. E. Sams, of the Department of Education, was able, timely and masterful. The diplomas were awarded by Hon. H. L. Cook, president of the board of trustees.

Needs.—The school, during the session, was twice threatened, and narrowly escaped what might have been a most disastrous conflagration. Not only disastrous in the destruction of the school buildings, but destructive, also, in the loss of human life. This suggests the importance of having installed as soon as possible electric lights in the main building and also in the girls dormitory. Both buildings are wired, and an estimate of the cost of completing the installation of fixtures, has been recently made and is now in the hands of the authorities.

Quarters For Boys.—Perhaps I have said sufficient in the foregoing lines to make clear the imperative need of larger accommodation for male students. In this connection, if I were to venture a suggestion in the premises, it would be, that just as soon as possible build a dormitory for girls sufficient to accommodate just twice as many female students as does the one at present, and turn the one now used for girls over to the boy students.

Yours very obediently,

E. E. SMITH, *Principal.*

RECEIPTS.	1912-'13.	1913-'14.
Balance on hand July 1, bank.....	\$ 39.94	\$ 6.28
Balance on hand July 1, principal.....		18.09
General fund from State.....	5,500.00	4,500.00
General fund from Slater fund.....	400.00	400.00
Special fund from State.....		3,000.00
Board, tuition, music, entrance fees, and laundry.....	1,612.28	4,236.45
Farm, garden and dairy sales.....	76.36	364.00
Domestic Science Department.....	10.15	28.45
Diploma fees.....		17.00
Horse hire.....	4.17	
Manual training shop sales.....		7.64
Students' help.....	71.87	
Laundry work.....		47.86
Sale of old house.....		100.00
Janitor service.....		7.50
Students' accounts payable (old).....		38.75
Sale of wood.....		20.77
Sale of wagon.....	7.25	
Sale of old furniture.....	5.25	1.25
Sale of provisions.....	3.25	
Damage to property—broken dishes.....		.55
Sale of pigs.....	3.00	
Proceeds of entertainment.....		85.29
Sunday School collections.....		25.82
For rent.....		30.00
Borrowed money.....		176.00
Total receipts.....	\$ 7,733.52	\$ 13,111.70
DISBURSEMENTS.		
Permanent improvements and repairs.....	\$ 70.73	\$ 3,368.40
Dining room and kitchen supplies.....	1,062.24	1,775.41
Salaries.....	4,672.09	4,836.97
Furniture and furnishings.....	29.55	268.75
Student help and labor.....	309.07	
Fuel and light.....		804.81
Live stock and wagons.....	165.89	
Farm and garden supplies.....	9.45	416.19
Manual training supplies.....	183.49	132.57
Sanitation.....	208.22	
Advertising, printing, stationery, and stamps.....	123.63	162.20
Sheet music.....	4.00	
Cleaning and repairs.....		323.88
Canvassing.....	5.00	115.00
Water.....	56.59	76.88
Telephone and telegraph.....	50.50	76.62
Household supplies.....	9.80	43.10

*Observe balance on hand beginning of year, \$39.94. Published report showed \$14.75. The difference was in the hands of the principal, used as a petit cash fund.

SLATER INDUSTRIAL AND STATE NORMAL SCHOOL—Continued.

DISBURSEMENTS—Continued.	1912-'13.	1913-'14.
Laundry.....	\$.....	\$ 14.05
Tools and implements.....	64.17	8.50
Rent.....	21.55	52.00
Trustees expenses.....	3.60	3.25
Interest.....	45.00	47.00
Delegate Y. M. C. A., expenses.....	20.05	14.10
Domestic Science supplies.....	53.84	.....
School entertainment.....	.....	7.33
Commencement expenses.....	.....	36.00
Sunday School literature.....	.....	11.28
Lights.....	535.33	.....
Rebates for board.....	.....	8.75
Total disbursements.....	\$ 7,703.79	\$ 12,603.04
Balance on hand July 1, in bank.....	\$ 6.28	\$ 425.81
In principal's office.....	18.09	82.85
Personal account due.....	5.36	.....
Total.....	\$ 29.73	\$ 508.66

FAYETTEVILLE NORMAL SCHOOL.

RECEIPTS.	1912-'13.	1913-'14.
On hand July 1.....	\$ *21.34	\$ 192.32
From appropriations.....	5,080.00	4,318.48
From boarding department.....	3,414.50	3,664.75
Contingent fee.....	234.00	304.00
Diploma fees.....	1.00	7.00
Music tuition.....	65.00	65.00
Entertainment by students.....	148.40	58.00
Sale of orchard products.....	26.75	14.20
Vegetables sold.....	32.30	20.00
Potatoes sold.....	55.00	50.00
Pork sold.....	100.35	88.00
Corn sold.....	120.00	48.75
Hay and fodder sold.....	51.00	39.00
From students' help.....	.....	19.00
From old accounts for board.....	.....	20.80
Total receipts.....	\$ 9,328.30	\$ 8,909.30
*Less deficit July 1, 1912.....	21.34	.....
	\$ 9,306.96	.....

DISBURSEMENTS.

Salaries and wages.....	\$ 4,000.05	\$ 3,800.36
Directors' expense.....	16.35	6.36
Advertising, printing, stationery, and stamps.....	324.41	127.31
Fuel, lights, and fixtures.....	398.47	415.33
Furniture and furnishings.....	112.07	252.15
Permanent improvements.....	15.00	29.00

STATE NORMAL SCHOOLS

FAYETTEVILLE NORMAL SCHOOL—Continued.

DISBURSEMENTS—Continued.	1912-'13.	1913-'14.
Student help, dining room, and farm.....	\$ 633.90	\$ 704.00
Canvassing.....	75.00	35.00
Telephone and telegraph.....	37.00	36.00
Sanitation.....	16.80	55.07
Provisions and supplies.....	2,925.60	2,938.50
Domestic Science supplies.....	24.84	4.61
Rent of dormitories.....	25.00	76.50
Medical services (vaccination).....	15.25	-----
Commencement expenses.....	20.00	-----
Insurance.....	144.90	-----
Feed and forage.....	235.00	248.00
On purchase piano and organ.....	80.00	80.00
Repairs.....	15.00	90.00
Total disbursements.....	\$ 9,114.64	\$ 8,898.19
Balance July 1.....	192.32	11.11

ELIZABETH CITY STATE NORMAL SCHOOL.

RECEIPTS.	1912-'13.	1913-'14.
Balance on hand July 1.....	\$ 70.73	\$ 525.51
Total receipts.....	-----	6,486.74
State fund.....	5,548.33	-----
Slater fund.....	400.00	-----
Tuition.....	79.75	-----
Music.....	103.75	-----
Farm rent.....	51.00	-----
Building fund.....	200.00	-----
County fund.....	75.00	-----
Miscellaneous.....	539.18	-----
Total.....	\$ 7,067.74	\$ 7,012.25
DISBURSEMENTS.		
Total disbursements.....	\$ -----	\$ 7,011.45
Building fund.....	673.33	-----
Salaries.....	4,678.50	-----
Canvassing.....	43.75	-----
Contingent.....	310.86	-----
Repairs and supplies.....	151.70	-----
Fuel.....	444.20	-----
Domestic Science.....	39.89	-----
Janitor.....	200.00	-----
Total.....	\$ 6,542.23	-----
Balance on hand July 1.....	525.51	.80
	\$ 7,067.74	\$ 7,012.25

ELIZABETH CITY STATE NORMAL SCHOOL—Continued.

BUILDING FUND—1912-'13.	
Balance on hand July 1, 1912.....	\$ 185.36
Notes—S. L. Sheep.....	300.00
State fund.....	8,000.00
Rent of old building.....	60.00
Total.....	\$ 8,545.36
Total disbursements.....	\$ 8,514.75
Balance in Savings and Trust Co.....	11.34
Balance in Citizens Bank.....	.27
Paid through error—invoice of Herbert Peele for School Board of Elizabeth City.....	2.00
In Savings Bank and Trust Co., 1913.....	12.00
July 1, 1912, short in Commercial Bank, not accounted for in previous audit.....	5.00
Total.....	\$ 8,545.36
1913-'14.	
Balance on hand July 1, 1913.....	\$ 11.34
Rent.....	44.00
From S. L. Sheep.....	.27
From State fund.....	1,028.00
Total.....	\$ 1,083.84
Notes and interest, school desks.....	\$ 1,028.23
Virginia School Supply Co.....	1.03
Horse hire.....	3.75
Transfer account, sewing machines.....	36.00
Transfer to current fund.....	14.56
Transfer to balance account.....	.27
Total.....	\$ 1,083.84

REPORT OF SLATER FUND

1912-'13.	
Received from Slater fund, October 9, 1912.....	\$ 400.00
Received from Slater fund, February 4, 1913.....	400.00
Received from Slater fund, April 7, 1913.....	400.00
Total receipts.....	\$ 1,200.00
Paid to W. A. Blair, Treasurer, Winston-Salem Normal School, October 9, 1912.....	\$ 200.00
Paid to S. L. Sheep, Treasurer, Elizabeth City Normal School, October 9, 1912.....	200.00
Paid to S. L. Sheep, Treasurer, Elizabeth City Normal School, February 4, 1913.....	200.00
Paid to W. A. Blair, Treasurer, Winston-Salem Normal School, May 5, 1913.....	200.00
Paid to H. W. Lilly, Treasurer, Fayetteville Normal School, May 5, 1913.....	400.00
Total disbursements.....	\$ 1,200.00

REPORT OF SLATER FUND—Continued.

1913-'14.	
Received from Slater Fund, October 9, 1913.....	\$ 400.00
Received from Slater fund, January 5, 1914.....	400.00
Received from Slater fund, April 14, 1914.....	400.00
Total receipts.....	\$ 1,200.00
Paid to H. W. Lilly, Treasurer, Fayetteville Normal School, October 30, 1913.....	\$ 200.00
Paid to S. L. Sheep, Treasurer, Elizabeth City Normal School, October 31, 1913.....	200.00
Paid to W. A. Blair, Treasurer, Winston-Salem Normal School, April 14, 1914.....	400.00
Paid to H. W. Lilly, Treasurer, Fayetteville Normal School, April 14, 1914.....	245.65
Paid to W. A. Blair, Treasurer, Winston-Salem Normal School, May 5, 1914.....	154.35
Total disbursements.....	\$ 1,200.00

STATEMENT OF INDIAN NORMAL SCHOOL OF ROBESON COUNTY.

The General Assembly of 1913 increased the appropriation for maintenance of the Indian Normal School \$500.00 for the years 1913-'14 and 1914-'15, making the appropriations for these years \$2,750.00.

1912-'13.	
Balance June 30, 1912.....	\$ 665.37
State appropriation for maintenance.....	2,250.00
Total funds for year.....	2,915.37
Paid H. L. Edens, principal, four months.....	360.00
Paid O. V. Hamrick, principal, nine months.....	810.00
Paid O. R. Sampson, expenses.....	32.97
Paid Chas. J. Parker, teacher's desk.....	12.50
Paid O. R. Sampson, repairs.....	10.40
Mileage books for superintendent.....	40.00
Paid C. E. Hartge, architect, for plans for dormitory.....	65.00
Paid Belle Armstrong, teacher, eight months.....	540.00
Paid Leila McCulloch, teacher, eight months.....	500.00
Paid Thos. H. Briggs & Sons, floor dressing.....	10.25
Paid Q. T. Williams, for insurance, Normal Building.....	55.00
Paid J. A. Bivins, superintendent, salary and expenses, December.....	164.45
Paid O. V. Hamrick, principal, expenses of one trip to Raleigh.....	9.00
Paid O. V. Hamrick, principal, hiring janitor.....	6.50
Total expenditures.....	\$ 2,616.07
Balance on hand July 1.....	\$ 299.30

1913-'14.	
Balance on hand July 1.....	\$ 299.30
State appropriation for maintenance.....	2,750.00
Total funds for year.....	\$ 3,049.30
Paid O. V. Hamrick, principal, for eleven months.....	\$ 990.00
Paid E. E. Sams, superintendent, salary and expenses for August.....	193.95
Paid Annie E. Carroll, teacher, salary for eight months.....	400.00
Paid Belle Armstrong, teacher, salary for eight months.....	540.00
Paid Leila McCulloch, teacher, salary for eight months.....	500.00
Paid E. E. Sams, superintendent, salary and expenses for April.....	174.72

STATEMENT OF INDIAN NORMAL SCHOOL OF ROBESON COUNTY—*Continued.*

Paid O. V. Hamrick, principal, for current expenses.....	\$ 21.38
Paid S. H. Averitt, for stationery.....	4.00
Paid Southern School Supply Company, for floor oil.....	5.00
Paid O. V. Hamrick, principal, for song books.....	5.00
Total expenditures.....	\$ 2,834.05
Balance on hand July 1.....	\$ 215.25

BUILDING FUND ACCOUNT.

Appropriation by General Assembly in 1911.....	\$ 2,000.00
Paid C. E. Hartge, architect, drawings and plans for dormitory.....	75.00
Warrant drawn in favor of J. Y. Joyner, Secretary of State Board of Education and held for use in erecting building.....	1,925.00

SALARY AND EXPENSES OF SUPERINTENDENT.
1912-'13.

Salary, J. A. Bivins, July 1, 1912, to March 2, 1913.....	\$ 1,350.00
Traveling expenses, J. A. Bivins, July, to March 2.....	177.61
Mileage books, J. A. Bivins, July, to March 2.....	120.00
Salary, E. E. Sams, March 13, 1913, to July 1, 1913.....	438.87
Traveling expenses, E. E. Sams, March 13, 1913, to July 1, 1913.....	23.75
Mileage books, E. E. Sams, March 13, 1913, to July 1, 1913.....	47.97
Total.....	\$ 2,158.20

1913-'14.

Salary.....	\$ 2,000.00
Traveling expenses.....	173.32
Mileage books.....	200.00
Total.....	\$ 2,373.32

ENROLLMENT

	Prep. Dept. and Normal.	Practice School.	Total.
Winston-Salem—number enrolled.....	211	191	402
Elizabeth City—number enrolled.....	381	147	528
Fayetteville—number enrolled.....	268	86	354
Grand total.....			1,284

INDIAN NORMAL SCHOOL.

	Primary Department.	Intermediate Department.	High School and Normal School.	Total.
Number enrolled.....	73	69	41	183

SOME NEEDS OF THE STATE NORMAL SCHOOLS.

Some time ago I requested the principals of the normal schools to submit to me a statement setting forth a classified budget and naming the resources of their respective schools. I asked, too, that a detailed report be made showing the needs of their schools as to equipment, needed increase in maintenance funds. I beg to submit these reports as they were handed to me.

THE SLATER STATE NORMAL SCHOOL.

WINSTON-SALEM, N. C., December 14, 1914.

PROF. E. E. SAMS, *Supervisor of Teacher Training.*
Raleigh, N. C.

DEAR SIR:—Responding to your request of the 10th instant I beg to submit the following:

1. ESTIMATED INCOME FOR THE YEAR.

From State	\$4,500.00
“ Slater Fund	300.00
“ Tuition	600.00
“ Entrance Fees	212.50
“ City of Winston-Salem for janitor service, etc..	200.00
“ Boarding Department	500.00
“ Music Department	100.00
	\$6,412.50

2. ESTIMATED EXPENDITURES FOR THE YEAR.

(a) For teachers, officers and employees, with salary indicated:	
S. G. Atkins, Principal.....	\$1,000.00
Mrs. O. P. Atkins.....	200.00
C. W. Reynolds, English, History and Pedagogy..	600.00
B. W. Tyrrell, Sciences and Latin.....	400.00
H. R. Wooten, Mathematics.....	320.00
T. J. Brown, English, Geography, and Assistant in Mathematics	320.00
J. W. Carter, Carpentry, Manual Training, and Drawing	650.00
Mrs. Norma E. Carter, Sewing and Cooking.....	280.00
R. C. Atkins, Farm, Garden, Dairy and Teacher in Agriculture	320.00
Miss Ida E. Houston, Matron and assistant in English	320.00
W. T. Hughes, office assistant	240.00
Total	4,650.00

(b) For other purposes:

For lights	\$ 175.00
“ fuel	750.00
“ water	100.00
“ telephone, telegrams, etc.	100.00
“ furniture and furnishings.....	200.00
“ postage.....	50.00
“ printing, canvassing and advertising.....	300.00
“ janitor service and student help.....	200.00
Total	1,875.00
Total estimated expenditures	\$6,525.00
Estimated deficit	112.50

We expect this deficit to be covered by the Boarding Department this year.

3. THE NEEDS OF THE INSTITUTION.

(1.) A Girls' Dormitory. This has been provided for in part; but I estimate that it will require to complete this building according to the original plan, and to make it adequate for future demands, an additional amount of.....	\$ 7,500.00
(2.) Heating plant	10,000.00
(3.) Barn that will be fairly adequate for the following purposes: (a) Ordinary farm use; (b) As a dairy barn for instruction and demonstration in the proper care of cows and milk; (c) Housing and properly caring for farm utensils.....	3,000.00
(4.) Extension of sewer line, and additional lighting and water equipment	2,000.00
(5.) Enlargement of present main building so as to relieve the crowded condition of instruction and administration work....	3,000.00
(6.) For improvement of the grounds; to be done by student help	1,000.00
Total	\$26,500.00

I wish, Mr. Sams, to emphasize the urgency of these needs, feeling assured that, in your capacity as our Superintendent you will use your influence with the State Board of Education and with the Legislature to secure them for us; and to this end I beg to discuss the above items briefly in detail.

1. The completion of the Girls' Dormitory according to the original plan, including the extension, will meet a need that will be upon us probably during *the next session*.

2. The heating plant is greatly needed, not only for added comfort but to remove the danger from fire and to reduce the cost for fuel as the boarding department increases in numbers.

3. The barn is greatly needed to enable us to lay emphasis upon country life which our school course contemplates; and it is imperatively needed to enable us to furnish the teachers wanted by Dr. Dillard, and Prof. Newbold in carrying out the purposes of the Slater and Jeanes Funds.

4. The extension of our sewer line and the improvement of our sanitary facilities generally can not be deferred if we would avoid the dangers of infection and possible epidemic.

5. Perhaps the most embarrassing single fact in our present condition is the overcrowded condition of our class-rooms and the inadequacy of our facilities for administration, for library work, and for other necessary auxiliary purposes incident to a well ordered school—especially one devoted largely to teacher-training.

6. The location of our school is a favorable one, and our territory is most desirable; but there is considerable improvement badly needed on our grounds—particularly by so grading the land and sodding as to control the water and prevent washing. We can reduce this cost to a minimum by using student labor.

I should call your attention to the fact that we cannot hope to maintain and raise the standard of our workers and of the instruction and training which, we think, our school now affords without substantially increasing some of the items of our salary budget. Because of our coöperative arrangement with the school systems of Winston-Salem and Forsyth County, especially in our Department of Education and Teacher Training, we must calculate on maintaining a high standard of efficiency in our faculty; and, hence, the urgent need of a more adequate budget for teachers salaries and school equipment.

It will be incumbent on us the next vacation also to repair all our buildings, especially our main building; and our next years' general budget should contemplate some outlay for this purpose, say at least \$1,500.

We shall be greatly handicapped in working out our plans for the future if our annual maintenance fund hereafter should be less than \$10,000.00. Trusting that this will be sufficiently informing and suggestive, and that our honored legislators may hear our appeal, I am

Your obedient servant,

S. G. ATKINS,

Principal Slater Normal School.

STATE COLORED NORMAL SCHOOL.

FAYETTEVILLE, N. C., December 15, 1914.

PROF. E. E. SAMS, *Superintendent State Colored Normal Schools, Raleigh, North Carolina.*

MY DEAR SIR:—I beg to hand to you herewith statement of receipts and disbursements of the Fayetteville State Colored Normal of the session 1913-1914. I wish to give also statement of the plant, its condition and capacity and the imperative needs of the school.

The school owns forty acres of land worth \$5,000; two brick buildings worth \$25,000; a frame six room cottage, a barn, small frame building, used for laundry, and a blacksmith shop. One of the brick buildings contains an assembly hall, four large class rooms, an office and a basement used for boys workshop. The other is the girls dormitory and contains twenty-nine bedrooms, dining room, store room, a room for teaching domestic science and a kitchen.

The bedrooms were planned and built to accommodate two students each; but we have been compelled to put four and in some cases five girls in a room—and, even, then we have been unable to accommodate all the female students applying for admission. Hence we have been compelled to seek accommodation for numbers of young women students in homes of friends in the city. This, of course, was undesirable for more than one reason. Because

of the distance of the school from the city was one reason; another was, our not having immediate oversight of them, afternoons, evenings, Saturdays and Sundays.

The housing of the boys, however, was even more problematic than that of placing and caring for the girls.

The six room frame cottage was occupied by the principal and his family. Twelve male students were also domiciled in said building. There were only three other small buildings in the neighborhood of the school that could be secured for use as dormitories for boys. These, with the Principal's office, had crowded in them forty boys, making a total of fifty-two boarding boys accommodated at the school; with more than twice that number of girls.

Our first and greatest, need perhaps, is more room or larger accommodations for students. If the dormitory now used for girls could be given for boys and a larger one, say at a cost of \$20,000 or \$25,000, erected for females, we would be fairly well supplied with buildings. Our next great need is lights. Both our buildings are wired and could be prepared for lighting at a cost of less than \$500. Another need is water and sewerage. Other needs are heat and more teaching force for our 356 students.

We are laboring with zeal and earnestness to make of our students honest, industrious and law abiding citizens.

Summary: Our needs are:

For a new building	\$25,000
For system of heating	5,000
For preparation for lighting	500
For sewerage and water.....	2,000
Total	\$32,500

And an annual appropriation of \$10,000 with which to pay salaries of an increased teaching force and meet the current expenses of instructing and training the five hundred students anxious to attend the school.

Very obediently,

E. E. SMITH.

ELIZABETH CITY STATE COLORED NORMAL SCHOOL

1. THE NAME AND SALARY OF EACH OFFICER, TEACHER AND EMPLOYEE OF THE INSTITUTION.

(a) Officers.

Hon. W. L. Cohoon, Secretary, \$25 per year.

Mr. Thos. J. Markham, Treasurer, \$50 per year.

Traveling expenses to board meetings, Mr. W. G. Gaither, President, \$5;

Mr. R. W. Askew, \$10 and Hon. W. K. Jacobson, \$10.

(b) Teachers:

David C. Virgo, \$480 for eight months.

George M. King, \$480 for eight months.

Eva J. Lewis, \$400 for eight months.

Miss Mabel S. Jackson, \$360 for eight months.
 Miss Sadie B. Davis, \$360 for eight months.
 Miss Sybil L. Hammonds, \$360 for eight months.
 Miss Louise Walton, \$360 for eight months.
 Miss Willie B. Holloman, \$240 for eight months.
 Miss Helen E. Lee, \$360 for eight months.
 P. W. Moore, Principal, \$1,000 for twelve months.
 Principal's canvassing expenses, \$75.
 Miss Sarah E. Parker, secretary and bookkeeper, \$240 for eight months.

(c) Employees:

Mrs. F. O. Butler, Matron, \$240 and board for herself and two children.
 Miss Emma J. Vassor, head cook, \$160 and board for eight months.

2. ITEMS OF INCOME.

(a) State Appropriation	\$ 4,600.00
(b) Slater fund	300.00
(c) Practice school tuition.....	32.00
(d) Instrumental music tuition.....	98.75
(e) Domestic Science and Art Department.....	13.06
(f) Rent of land.....	46.00
(g) Incidental fees.....	419.50
(h) County Board of Education.....	75.00
(i) City Board of Education.....	285.00
(j) Concerts and individuals.....	96.00
(k) Diplomas	8.00
(l) Loan from Boarding Department.....	300.00
Total	<u>\$6,273.31</u>

These items of income are not permanent.

3. ITEMS OF EXPENSE.

(a) Officers' salaries and railroad expenses.....	\$ 100.00
(b) Teachers salaries	4,740.00
(c) Employees' salaries	600.00
(d) Fuel	900.00
(e) Lights	200.00
(f) Water	500.00
(g) Supplies	150.00
(h) Insurance	270.00
(i) Telephone	24.00
(j) Sanitation	150.00
(k) Sewing Department	103.00
(l) Cooking Department.....	25.00
(m) Printing	150.00
(n) Repairs	100.00
(o) Principal's canvassing expenses	75.00

4. URGENT NEEDS OF THE INSTITUTION.

(a) Dormitory for boys.....	\$10,000.00
(b) Chapel and Domestic Science and Domestic Art Buildings	8,000.00

(c)	Laundry	\$ 600.00
(d)	Horse, wagon, barn, etc.....	400.00
(e)	Repairs	150.00
(f)	Installation of heating plant.....	18,000.00
(g)	Water	300.00
(h)	Sewerage	1,000.00
(i)	Lights	250.00
(j)	Establishment and equipment of Agricultural Department	3,000.00
(h)	Establishment and equipment of Manual Train- ing Department	2,000.00
(l)	Establishment and equipment of Practice School	700.00
(m)	The need of increased teaching force:	
	1. Two teachers in the Normal Department at \$360 and \$400 or	760.00
	2. One in the Practice School Department....	280.00
	3. One in the Agricultural Department..... (Ten Months.)	350.00
	4. One in the Manual Training Department.. (Eight months.)	320.00
	5. One in the Domestic Science Department..	360.00
(n)	A cottage for the Principal.....	1,200.00
(o)	Steward and supervisor of the Cooking Dept...	200.00
(p)	Coal house	250.00
(q)	Supplement of salaries.....	1,100.00
(r)	Employees' salaries not paid out of regular appropriation	400.00

5. SUMMARY:

(a)	Present expenditure	\$ 8,112.00
(b)	Amount of income 1913-1913 including amount borrowed from Boarding Department and raised	6,273.31
	Deficit	\$ 1,838.69

(This includes some increase in the cost of incidentals for next year.)

(c)	Urgent needs of the Institution.....	\$43,400.00
(d)	Salaries for increased teaching force	2,070.00

Respectfully submitted,

P. W. MOORE,
Principal.

From the foregoing reports, it will be seen that the normal schools for the colored race stand in immediate need of a new dormitory at Fayetteville, Elizabeth City—the one at Winston-Salem having already been provided for in part. Each of the three schools is in need of a heating plant. The Fayetteville and Elizabeth City schools are in need of water and sewerage and Fayetteville is in need of lights. To meet these needs, I recommend that the an-

nual appropriation for buildings be increased from ten thousand to twenty thousand dollars. My reasons for asking for this increase in the building fund are first because the buildings are needed greatly and because the appropriation of ten thousand dollars enables us to build one building every two years, making it necessary to either let ten thousand dollars carry over or go in debt for a part of the building in anticipation of the appropriation for the succeeding year.

As to the maintenance funds, the above reports set forth the needs. However, I think it well to call attention to certain facts in this connection. These schools have been trying to grow and to meet the increasing demands that are being made for better trained and better equipped teachers and leaders among the colored people. They have grown as shown by the following statement, but not as they should have grown and not as they would have grown with sufficient funds to meet the increased demands. In 1906-'07 (I take this year because it is the earliest for which statistics are available) the enrollment in the three State normal schools for the colored race was 1001. In 1913-'14, it was 1,284, an increase of over twenty-eight and one-fourth per cent. despite the fact that many have been turned away each year for lack of room and accommodations. The current expenses of these schools have increased also as shown by a single item, fuel. In 1906-'07, the fuel bill for the three schools was \$681.00. In 1913-'14, it was \$1,875.07, an increase of over 175 per cent. This increase was due to two things, the higher price of fuel and the increased amount necessary to supply the new dormitories and buildings erected in the meantime. Other expenses have greatly increased, but the maintenance fund has remained as it was fixed by the Revisal of 1905.

Chapter 4186 of the Revisal of 1905 of North Carolina makes an appropriation of thirteen thousand dollars "for the establishment, carrying on and maintenance of the normal schools for the colored race." In addition to this the preceding chapter makes a conditional appropriation not to exceed one thousand dollars to the Slater Industrial and State Normal School at Winston-Salem. Not only have these appropriations not been increased but the income of the schools has been decreased, for at that time they were receiving two thousand dollars per year from the Slater and Peabody Funds, whereas, they now receive nine hundred dollars with the intimation that this is to be gradually withdrawn. To meet these conditions, the schools have been forced to ask help for maintenance from the cities and counties in which they are located and have been forced to make up deficits by entertainments and by drawing on the boarding departments and by seeking aid from other sources as shown in the statements set forth in the above reports. The time has come when we must either go forward or backward in the educational development of the colored race.

A MATTER OF POLICY.

Is it the policy of the State to educate its colored citizens in accordance with southern traditions and ideals, or, by neglecting to furnish facilities, at least as good as those furnished by others, force the colored teachers who are ambitious to be leaders of their race to seek training elsewhere or in schools whose management may not be in the heartiest coöperation and harmony with the kindly feeling which exists between the races and which must exist and be fostered if the best interests of both races are to be served? Believing that the policy which you have outlined and to which we have adhered and for which we have earnestly worked is the right one to pursue, namely

the giving of an opportunity to the colored man to develop leadership in harmony with his surroundings and in sympathetic coöperation with his white friends among whom he must live and work, I urge and earnestly request that the maintenance fund for the normal schools be made to more nearly meet the needs of these schools.

I therefore recommend that the maintenance appropriation for 1915 be increased from thirteen thousand dollars to twenty thousand dollars and for 1916 and thereafter to twenty-five thousand dollars annually.

The Indian Normal School. The Legislature of 1911 made an appropriation of two thousand dollars for the erection of a dormitory for the Indian Normal School at Pembroke. After plans and specifications were made it was found that this sum was insufficient to meet the needs. I therefore recommend that two thousand dollars be appropriated this year to carry out the plans made in 1911.

FIRST BIENNIAL REPORT

OF

STATE AGENT OF NEGRO RURAL SCHOOLS

N. C. NEWBOLD

ISSUED FROM OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION, RALEIGH, N. C.
1915

REPORT OF STATE AGENT OF NEGRO RURAL SCHOOLS FOR NORTH CAROLINA.

HON. J. Y. JOYNER, *State Superintendent of Public Instruction, Raleigh,
North Carolina.*

SIR:—I submit herewith an outline of work done in my department since I began work, June 1, 1913.

FIRST. PLANS AND WORK OF STATE AGENT.

The first work undertaken was to have industrial work taught in the county teachers' institutes, conducted in the summer of 1913. Letters were written to county superintendents where institutes were to be held, suggesting that some county supervising industrial teacher be employed to help in said institutes. Six or seven of the few counties holding institutes that summer approved the plan, and had the industrial work done. I visited six of these institutes, in company with the county superintendents, and was pleased to find the supervisors employed doing practical, suggestive and helpful work. The county teachers attending the institutes said they were grateful for the opportunity afforded them for learning how to teach industrial subjects.

The next step was to get into touch with the county superintendents in the nineteen counties employing industrial supervisors under the Jeanes and Slater funds for the year 1913-1914. A suggestive plan of work for these supervisors was made and sent to each county superintendent in the nineteen counties referred to above. I found the superintendents in the main ready and willing to coöperate heartily with me in all my plans.

SPECIAL TRIPS TO COUNTIES.

In the fall of 1913 circular letters were sent to the Superintendents having supervisors in their counties, suggesting that they name a time for me to visit their counties when they could give some time and go with me to the negro schools. Accordingly arrangements were made for visits to several counties. The plan agreed upon was that the Superintendent and I should visit a number of typical rural schools, white and colored, in the forenoon, and in the afternoon have a meeting of negro teachers and the people generally of one or more townships at some central point in the township or territory included. In these meetings the superintendent usually made a short encouraging talk, showing his attitude toward the negro schools, explaining what the county board of education could do for them according to law and their willingness to help; the industrial supervisor explained her work, outlined her plans for future work, and asked the coöperation of all her people. I explained the attitude of the State Department of Public Instruction toward negro education, and tried to emphasize the wisdom of the negroes giving time and thought to industrial training.

In all these talks the spirit of frankness and candor was evident. All of us tried to impress the point that these meetings were intended for a full and free discussion of negro education and the conditions surrounding the subject.

All were urged to be truthful, honest and straightforward in dealing with the questions involved. After the three talks mentioned above were made the county superintendent asked for free discussion by leaders in the audience. Many responded, and the statements made were illuminating and interesting. One man said, "I'll tell you, brethren, if you'll pay the white man his dollar, he'll treat you all right and give you a square deal." He simply meant that if the negro will be careful to pay debts he owes white men, they will be willing to do more for him in every way. Another said, "You all talk about telling the truth, and I'm going to tell it. Brethren, you all know many of us have taught our children not to be kind and polite to white people, and we sees now it is a mistake; we was wrong; we must teach them to be polite to all people; the white people are our best friends." Still another, an old man, a minister, with tears in eyes said, "We thank the Lord for this day. We are so glad He has put it into the hearts of these young white men to come out here and talk to us like they have today." Many other like statements could be given, but these indicate the spirit that apparently prevailed among the people.

It is just that a brief discussion of rural school conditions among the negroes should be given here. It will, however, be only stating over again facts that are already more or less well known to all well informed North Carolinians. The average negro rural schoolhouse is really a disgrace to an independent, civilized people. To one who does not know our history, these schoolhouses, though mute, would tell in unmistakable terms a story of injustice, inhumanity and neglect on the part of our white people. Such a condition would appear to an observer uninformed of our past as intolerable, indefensible, unbusinesslike, and, above all, unchristian.

Most of us can remember very well that the greater number of our schoolhouses, schoolhouses for white children in North Carolina, less than twenty-five years ago were equally as poor and desolate as those used by the negroes today. It may be said that it has taken all our time, thought and money these latter years to rebuild and equip in even a modest way the schoolhouses for our own children. This, in a measure, is a defense, but it is our only defense. When we come now to look the matter squarely in the face, as we say, we are compelled to admit that other things, among them prejudice and neglect, have entered into the count, and we have not, as a people, tried very hard to do simple justice by the negro. In the main the best, most tolerant minded, far-seeing among us have regarded the negro schools as a liability rather than an asset. Many have gone on the theory that the poorer the school supplied to the negroes, the better it would be for society and the State.

It is encouraging, however, to be able to report as a result of the visits and meetings discussed above:

First. That many county superintendents and boards of education have very recently made considerable progress in building better schoolhouses for the negroes in their respective counties. A few counties, with the aid of the negroes themselves, have erected some really substantial, well arranged, modern schoolhouses for negroes.

Second. The negroes themselves are showing a willingness and a real desire to help themselves in this matter of better buildings. It is only fair to the white people of the State to say, in connection with the discussion above, that the negroes in the past have expected the white people to furnish them schools without any aid or sacrifice on their part; they have depended

upon the meagre school tax to do all for them. That condition is now happily changing and very rapidly.

Third. The attitude of the white people toward the negro schools is better than ever before. All of us are beginning to understand that a clean, healthy, intelligent negro is a better neighbor and a better citizen than a dirty, diseased, ignorant one, just as this is true of any other race. Many white people gladly contribute to aid the negroes in building schoolhouses.

Course of Study for Rural Teachers.

A beginning was made in 1913 to prepare a course of study and training for negro rural teachers. Outlines of the proposed course were made and submitted to various educational workers and institutions for their suggestions. The work, as planned, includes a brief but definite and practical course of training in the following subjects: sanitation and health, cooking, sewing, housekeeping, gardening, farming, stock-raising, dairying and poultry, manual training, "little things." The whole to be based upon sound academic training in the essentials, language, arithmetic, history, geography, science, etc.

To promote this project and to get the viewpoint of the negroes, a conference composed of the leading negro educators and others interested in the education of the race was called to meet in Raleigh December 12-13, 1914. Eighty-five printed invitations were sent out, and seventy-nine attended the conference. The proposed course of study was discussed in detail and many valuable suggestions were made. The conference, as a body and without opposition, indorsed the idea of having such a course of study worked out by the State Department of Public Instruction and used in all the higher educational institutions for negroes in the State, particularly where an effort is made to train teachers. To this date, December 30, 1914, the matter for courses in gardening, farming, stock-raising, poultry and dairying, and manual training have been prepared. Other units are in preparation.

Union Institutes or Summer Schools.

In the spring of 1914 in coöperation with Mr. Sams, Supervisor of Teacher-Training, an effort was made to organize what we termed union institutes for negroes. The available appropriation for county institutes for negroes is usually so small that very little of permanent value can be done. We thought it would be a good plan to have several counties unite and hold an institute for their negro teachers at some central point. As far as possible centers were suggested at places where the teachers would have the free use of manual training and domestic science apparatus in their work. Several such institutes were held in the summer of 1914, and we considered them among the best institutes held for negroes in the State. Further details of these institutes will probably be given in Mr. Sams' report. For that reason, it will not be necessary to repeat the details here.

Home-Makers' Clubs.

Another very important undertaking was begun in the spring of 1914, that of organizing Home-Makers' Club work in the rural schools. An appropriation of \$1,000 was made for this work by the General Education Board. The money was turned over to the Bureau of Plant Industry of the United States Department of Agriculture, and I was appointed a State Collaborator of that

Department for North Carolina. The work was conducted under the Farm and Garden Demonstration branch of that service. I organized the club work in fourteen counties with the local county industrial supervisors of negro schools in charge. The counties coöperated, most of them, by paying part of the salary of the supervisor for about two months' summer work. An average of about \$65 was paid to each supervisor from the fund appropriated by the General Education Board.

The work done was similar to the regular Tomato Club work which has been conducted under demonstration agents of the government for the past few years. Some of the supervisors secured results that are really remarkable. A full statement of these results is given in the summary of work done by supervisors which appears later in this report.

Work in Other Counties.

In addition to the work done in the nineteen counties where supervisors were employed, I visited a number of other counties upon the invitation of the county superintendents and others to aid them in their work for the negro rural schools.

Work Among White Schools.

Several trips were made to visit white schools. Some of these trips were made at the expense of the Campaign Fund and under the direction of the State Superintendent.

Race Problem.

In all my work I have tried to encourage a spirit of toleration and patience on the part of our white people in dealing with negro education and with the negroes themselves, and have endeavored wherever possible to persuade both races to strive to be fair and just in dealing with each other. I have had opportunities to see and hear much concerning what we term our race problem in the past eighteen months, and also to see much of the "problem" at first hand. My observation encourages me to believe that there is a much better understanding and more genuine sympathy between the races in North Carolina than many well informed people realize. This is certainly true of county superintendents and many other prominent people. Many of the superintendents have shown genuine interest in the negro schools and have gone out of their way, as we say, to aid them. Altogether I am sure the attitude of the races in North Carolina toward each other in school matters especially is very good, and growing better all the time.

SECOND. WORK OF COUNTY SUPERVISING INDUSTRIAL TEACHERS.

Supervisors were employed in nineteen counties. Of these fifteen were known as Jeanes Fund teachers and four Slater Fund teachers. The salaries of these teachers were paid in the first fifteen counties by the Jeanes Fund and the counties jointly, in the other four by the Slater Fund and the counties.

The counties coöperating were:

(a) With the Jeanes Fund: Alamance, Anson, Beaufort, Bertie, Columbus, Duplin, Forsyth, Guilford, Hertford, Johnston, Mecklenburg, Vance, Wake, Wilkes, Wilson.

(b) With the Slater Fund: Chowan, Gates, Pasquotank and Perquimans.

The amount paid on salaries by these funds is \$4,947.50. The amount paid by the counties is \$1,092.50. A few counties are now paying half the salary.

Summary of the Work of Supervisors for 1913-1914.

1. Schools improving grounds.....	121
2. Sanitary closets built.....	37
3. Schools using individual drinking cups.....	164
4. Improvement leagues organized.....	121
5. School houses painted or whitewashed.....	33
6. Number of new schoolhouses built (13 counties reported).....	32
7. Cost of new buildings reported by twelve of the counties.....	\$17,685.00
8. Amount of money raised by the negroes themselves for new buildings, etc.	9,396.37
9. Value of labor given by negroes themselves for new buildings, etc.	6,384.69
10. Number of school buildings enlarged in six counties reporting.....	12
11. Cost of same.....	\$2,745.00
12. Fifteen supervisors reported having held 288 public meetings with an attendance of 8,090; many others not reported were held.	
13. The nineteen supervisors visited 394 separate rural schools. In all these practical lessons in sanitation and general cleanliness were given and some form of industry introduced.	
14. The supervisors aided the regular teachers in teaching the usual subjects, and taught cooking, sewing, house-cleaning, shuck mat-making, chair-caning, basketry, etc.	
15. In twelve counties the supervisors had industrial exhibits at the close of the public schools. These were seen by many people, both white and colored, and caused much favorable comment.	

Home-Makers Clubs.

In fourteen counties the supervisors continued their work through a part of the summer months. They organized Home-Makers Clubs among the girls and women. The purpose of these clubs was very similar to the Tomato Club work among the white women and girls. The salaries were paid jointly by the General Education Board and the counties, the Board paying for the work in the number of counties the amount in salaries indicated in the summary below.

1. Salary paid by General Education Board.....	\$869.00
2. Weeks given to club work.....	132
3. Number clubs organized—boys and girls.....	73
Men and women	25
4. Number members in clubs—boys and girls.....	580
Men and women	316
5. Number gardens cultivated under supervisor's directions.....	307
6. Total number cultivating vegetables.....	793
7. Tomatoes canned—jars	7,466
8. Beans, corn, and other vegetables canned—jars.....	6,790
9. Fruits canned—apples, pears and peaches—jars.....	17,197
10. Berries canned—various kinds—jars.....	7,857
11. Fruits preserved—all kinds—jars.....	4,367
12. Jelly made—jars and glasses.....	4,575
13. Vegetables sold—all kinds—value.....	\$905.00
14. Fruits sold—all kinds—value.....	425.26
15. Pickles and catsup—jars.....	256

16. Poultry sold by club members.....	\$40.00
Grand total vegetables and fruits canned, preserved, etc., jars....	49,301
Grand total vegetables, fruits and poultry sold.....	\$1,370.26

*Additional Work Done by Club Agents and Other Interesting Facts
Concerning It.*

Cooking clubs were conducted in two counties—Gates and Wilkes. Sewing was taught in eight counties—Bertie, Duplin, Forsyth, Gates, Guilford, Pasquotank, Perquimans and Wake. Corn clubs were organized in two—Anson and Gates.

Some agents reported value of work as follows: "At least \$150 for three locations"; "Aside from practical knowledge of gardening given, work has meant a saving of at least \$700 to the families in the county;" "About \$95 to \$100," meaning value of canned goods; "A higher standard was set in communities where this work was carried on;" "It was very gratifying to see the interest manifested by the mothers and even the fathers;" "A start in good gardens;" "Work done worth thousands of dollars in the future;" "The work has aroused much interest in home gardening;" "In many cases the women were more eager to learn than the girls;" "The work has meant much;" "The work has been a decided success;" "The women and girls were highly pleased in learning to can the new way;" "The people have thanked me over and over for the help I have given them;" "Worth about \$200."

County Superintendents were pleased as the following shows: "It is hard to estimate the value. * * * They tell we many families have saved supplies for the winter, whereas, before they did not save anything;" "I hope the work will be continued;" "I am favorably impressed and think the work well worth the money;" "I heartily endorse the work;" "It is encouraging to see with what enthusiasm the people are taking hold of it;" "We hope to continue the work;" "The people are interested and the work has been a success."

1914-1915.

A. SUPERVISING INDUSTRIAL TEACHERS.

With the beginning of the new school year 1914-1915, county supervisors are employed in all the counties reported for the previous year with the exception of Hertford, and for full time in three other counties, Greene, Moore and Pitt, and for part time in Buncombe. This gives a total of twenty-two counties for the present year.

Many other county superintendents have made urgent appeals to Dr. Jas. H. Hilliard, Director of the Jeanes and Slater Funds, for aid to employ industrial supervisors in their counties, but the funds are not available to extend the work further now.

B. COUNTY TRAINING SCHOOLS.

Dr. Hilliard has encouraged the establishing of negro county teacher training schools to be partly supported by the Slater Fund. A number of counties and local schools applied for this aid. It was possible to secure an appropriation for three only—one at Smithfield in Johnston County, one at Stone-wall in Pamlico County, and one at Method in Wake County. The appropriation from the Slater Fund is \$500 to each annually, and is made probably for three years at least. The three schools named are now in operation, and the county and local authorities are very much interested. We hope to extend this work by State aid or otherwise to many other counties, and we anticipate that these schools will aid immensely in our teacher training problem.

RECOMMENDATIONS.

1. I recommend that the Legislature make an annual appropriation of ten thousand dollars (\$10,000) or more to be expended under the direction of State Superintendent of Public Instruction or State Board of Education as follows:

- (a) For county industrial teacher training schools for negroes five thousand dollars (\$5,000) or more annually.
- (b) For industrial supervisors for negro rural schools twenty-five hundred (\$2,500) dollars or more annually.
- (c) For union institutes or summer schools for negro teachers twenty-five hundred (\$2,500) dollars or more annually.

2. I recommend further that the State Superintendent of Public Instruction or the State Board of Education be given authority to use interchangeably the amounts appropriated for county teacher-training schools, industrial supervisors in counties and union institutes or summer schools.

Respectfully submitted,

N. C. NEWBOLD,
State Agent Rural Schools.

PEABODY RURAL SUPERVISION FUND

REPORT OF J. Y. JOYNER, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, PEABODY RURAL SUPERVISION FUND, SEPTEMBER 30, 1912, TO JUNE 30, 1914.

DR.			
1912.			
Sept. 30.	To balance.....	\$ 1,078.17	
1913.			
Jan. 2.	From Dr. Rose, General Agent.....	1,350.00	
Jan. 6.	From Dr. Rose, General Agent.....	1,350.00	
1914.			
Jan. 13.	From Dr. Rose, General Agent.....	1,350.00	
	Total, 1912-1914.....		\$ 5,128.17
CR.			
	Salary and expenses of L. C. Brogden, Supervisor of Elementary Schools, from October 1, 1912, to June 30, 1914.....	\$ 4,878.90	
			4,878.90
	Balance June 30, 1914.....		\$ 249.27

CIRCULAR LETTERS OF STATE SUPERINTENDENT, 1912-1914.

APPORTIONMENT OF STATE APPROPRIATIONS.

March 28, 1913.

DEAR SIR:—The apportionments of the First and Second \$100,000 were made at the time required by law and the requisitions promptly drawn by the State Department of Public Instruction, but the State Treasurer was compelled to withhold the warrants for these apportionments on account of a lack of funds to pay them. I am glad to state that the Treasurer has been able to arrange for the payment of all the warrants for the Second \$100,000, and these will be forwarded to the county treasurers at once and paid promptly upon presentation. He states, however, that he will not be able to pay the warrants for the counties' per capita part of the \$125,000 until he collects the funds from the sheriffs, but that he will pay these as rapidly as his collections will justify. Anything that you can do, therefore, to hasten the settlement of your sheriff with the State Treasurer will help to relieve the situation and hasten the payment of these warrants.

In the meantime your teachers need and must have their money. They have earned it and ought not to be compelled to discount their vouchers or to pay interest. Section 4164 of the School Law was amended by the General Assembly of 1913 as follows: "The County Board of Education of each and every county is hereby authorized and directed to provide for the prompt payment of all teachers' salaries due at the end of each school month." Under this amendment it is the duty of the county boards of education to provide at once for the prompt payment of salaries due the teachers of the county. I suggest, therefore, that arrangements be made at once by the board with some bank to pay these warrants as presented, and that the board arrange to pay the interest on the same, or that the board and County Treasurer borrow a sufficient sum on short time to pay these. The money for the State warrant is certain to be forthcoming in the near future. The board will, therefore, be taking no risk in making these arrangements.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction.

CONFERENCE FOR EDUCATION IN THE SOUTH.

March 31, 1913.

To the County Superintendent.

DEAR SIR:—I am enclosing an outline program of the Conference for Education in the South, which I trust you will read carefully. This promises to be the largest, most important and most profitable Conference for Education in the South yet held.

You will observe from an examination of the program that there will be discussions at the various conferences of the most vital problems of Southern education as related to the improvement of Southern rural life. No County Superintendent can afford to miss this meeting if it be possible for him to attend. I write to urge your attendance.

As this Conference is held in Richmond it will probably be more convenient and less expensive for our County Superintendents to attend this year than it may be for many years to come. For the good of the cause, the benefit of the County Superintendents and the reputation of the State, I am exceedingly anxious that there should be a large and representative delegation of County Superintendents from North Carolina at a great educational gathering like this held at our very doors.

In addition to the information, inspiration and enlargement of vision that I am sure you will get from such a meeting, it will afford you an opportunity for a change of scene and work and for the enlargement of your acquaintance with your co-workers throughout the South that will be delightful and recreative.

As you will observe, full programs can be secured by dropping a postal to Dr. A. P. Bourland, Executive Secretary, 725 Southern Building, Washington, D. C.

Hoping to meet you in Richmond, I am,

Very truly yours,

J. Y. JOYNER,

Superintendent Public Instruction.

REGARDING LEVYING TAX FOR FOUR MONTHS SCHOOL TERM.

May 2, 1914.

To the County Superintendent and the County Board of Education.

GENTLEMEN:—I am sending you blanks for the itemized statement to be submitted by the County Board of Education to the Board of County Commissioners of your county on the first Monday of June, 1914. Three copies of the statement should be prepared, one to be submitted to the Board of County Commissioners, one to be filed in the office of the County Superintendent and County Board of Education and one to be sent to the State Superintendent of Public Instruction for his information.

Please prepare carefully this statement as soon as possible and submit it without fail on the first Monday of June to the Board of County Commissioners, demanding of that board the levying of the special tax required to raise the additional funds ascertained to be needed to maintain a four-months school in every district of your county for the year beginning July 1, 1914, and ending June 30, 1915. Under the act of 1913 (see section 8, chapter 33, Public Laws 1913) and under Article IX, section 3, of the Constitution, as construed by the Supreme Court of North Carolina in the case of *Collie v. Commissioners of Franklin County* (145 N. C. Reports, page 170), the commissioners are required to levy this tax. The method of procedure and the duty of the County Board of Education in case of a disagreement as to the amount needed and the rate of tax to be levied are prescribed in said act. I sincerely trust, however, that the statement sub-

mitted by the County Board of Education will be so full, complete, accurate, conservative and reasonable that there will be no just cause for a disagreement, and that the Board of County Commissioners will levy the necessary tax and coöperate heartily in carrying out the law and the Constitution, and providing an efficient school in every district for four months. There ought to be the heartiest cooperation between the County Board of Education and the Board of County Commissioners, in securing as economically as possible the most efficient system of public schools for their county for at least four months, in obedience to the law and the Constitution, and in the performance of their joint duty for the advancement of the best interest of their county.

Your estimate of necessary expenses for the maintenance of one or more public schools in each school district for four months should be as conservative and as economical as is consistent with the actual educational needs of the school districts, and with the actual educational demands of civilization and of this age. These are some of the necessary expenses for the proper maintenance of a public school that your board should consider conservatively in making its estimate:

1. *A suitable house with respectable equipment in every District.* For this purpose set aside in your estimate, if necessary, the entire amount allowed by section 4116 of the Public School Law for building and repairing school-houses and other equipment. You will observe that the law reasonably limits the proportion of the school fund that may be annually used for these purposes.

2. *Reasonably efficient supervision.* If the salary now paid your County Superintendent is insufficient to employ a thoroughly competent man to devote enough of his time properly to supervise, direct and visit the public schools you can and ought to include in your estimate a sufficient salary to employ such a man and provide such supervision. The Public School Law requires a county superintendent who shall supervise and visit the public schools; therefore, this is a reasonable part of the necessary expenses required by law for the proper maintenance of one or more schools in each school district for at least four months.

3. *Properly qualified teachers and enough of them to do thorough work in branches required to be taught in public schools.* Under the law the Board of Education is required to fix and report the number of teachers necessary for each school in each school district and the salary of each teacher. In fixing such salary the board should have due regard for the grade of work to be done and the qualifications of the teacher necessary to do this work, and should fix a salary sufficient to command a competent teacher. A school can be no better than the teacher. This opens the way for strengthening the teaching force and for preventing the best teachers from leaving the weak counties for better salaries in the strong counties. Where the crowded condition of the schools demands additional teachers the board can provide, in its estimate of the number of teachers needed, a sufficient number to do thorough and satisfactory work in every school. Two teachers, however, cannot be allowed to any school until the average daily attendance reaches forty.

4. *Reasonable incidental expenses, such as fuel, stoves, buckets, etc.* Extravagance in incidental expenses, however, should be carefully guarded

against, and a careful estimate of these for each district should be made by the county board in the budget of expenses.

Under chapter 33 of the Public Laws of 1913, creating a State Equalizing School Fund to provide a six-months school term, or as nearly a six-months school term as said fund will provide, no part of said fund can be apportioned to any county until it shall have levied a special tax sufficient to provide a four-months school term in every school district or a special tax of at least 15 cents of the \$100 valuation of property and 45 cents on each taxable poll for this purpose. Please read carefully this act, a copy of which will be found in the Public School Law pamphlet. Your especial attention is also called to the fact that under this act a special tax sufficient to provide the *entire* deficit for a four-months school term must be levied.

Yours very truly,

J. Y. JOYNER,

State Superintendent of Public Instruction.

HIGH SCHOOL APPORTIONMENTS.

May 9, 1914.

DEAR SIR:—Every county must now apportion to each of its Rural Public High Schools an amount equal to that received from the State for that High School, and these amounts must be included in the estimate for a Four-months School Term and the tax levy therefor. Your attention is therefore called to the necessity of including in your estimate for a four-months school in your county these required apportionments for your Rural Public High Schools.

These schools are made by law an integral part of the County Public School System, and the one-third of the funds required of the county for their maintenance is a part of the necessary expenses for a Four-months Term in the schools of the county, and must be included in your estimate and levy.

As there was no increase in the State appropriation for Public High Schools by the last Legislature, and as the reports indicate that practically all the established Rural High Schools have complied with the conditions of the law as to attendance, etc., during this year, it will probably not be possible for the State Board of Education to make any increase in the high school apportionment from the State appropriation, or to establish any new Rural High Schools this year. Your estimate, therefore, of the amount to be apportioned to your High Schools out of the county school fund and included in your estimate of expenses submitted to the County Commissioners should be based upon the amount received from the State apportionment for your Rural High Schools last year. If you have not already included these required apportionments from your county fund to your Rural High Schools in your estimate to be submitted to your County Commissioners on the first Monday in June, do not fail to add this item to the estimate on or before the first Monday in June.

Do not forget that your estimate and levy must be sufficient to provide the entire amount needed for a four-months school in every district, instead of one-half that amount, as under the old law.

Remember, also, that your county cannot receive any part of the State Equalizing School Fund, under the Six-months School Law, until it shall have complied with the requirements of that law for providing a Four-months School Term in every school district, or shall have levied the maximum required by law for that purpose; so be sure to make your estimate and levy sufficient.

Unused balances from Equalizing Fund must not be included in general school balance and estimate for four-months term.

Balances remaining to the credit of any school district from the apportionment to your county from the State Equalizing Fund for the year ending June 30, 1914, and not used during that year, must remain to the credit of those districts, and must be deducted from the amount needed and apportioned from the State Equalizing Fund next year. These balances should not, therefore, be included with your balances from the general school fund, but should be deducted therefrom in making your estimate of funds needed for a Four-months Term. It is under the law a misdemeanor to use any part of the State Equalizing Fund for any purpose except that designated in the Six-months School Law.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction.

TEACHERS' INSTITUTES.

June 16, 1913.

DEAR SIR:—The program for your County Institute this summer provides for a joint meeting of the teachers and school committeemen on the first Friday of the institute. If properly conducted toward the accomplishment of definite ends, this can be made a most valuable meeting.

I am enclosing a card containing topics for discussion at this meeting. Write me at once the number of copies of this card needed to send one to every school committeeman in your county, and they will be sent to you immediately. These cards should be in the hands of every school committeeman of your county before the conference. They will do much to arouse interest in the meeting, and will help to give definite direction to the work. The cards should also be sent to every member of your County Board of Education, and each member of the board should, by all means, be present and take part in this conference.

Mr. Brogden, who has had considerable successful experience in assisting the superintendents in conducting these conferences, has found it most helpful to have several of the best committeemen from different parts of the county come prepared to discuss each topic. It is very necessary to bring these committeemen into the discussions and to make them feel that it is their meeting, to have the conferences as informal as possible so that there may be a free exchange of ideas, experiences and suggestions.

Confer with the conductor of your institute and arrange to have the conference conducted in accordance with this definite plan, so as to get some definite results. This is the plan that has been most successful in other counties. If further suggestions are desired, write to Mr. L. C. Brogden,

State Supervisor of Rural Elementary Schools, who has been devoting considerable attention to this work during the past year, and who will be glad to render any assistance in his power.

Do not permit any politics of any sort to be injected into these discussions or into any other part of the program of your institute.

With best wishes,

Very truly yours,

J. Y. JOYNER,

Superintendent Public Instruction.

REGARDING SELECTION OF COUNTY SUPERINTENDENT, SCHOOL COMMITTEEMEN, ETC.

June 23, 1913.

To the Members of the County Boards of Education.

MY DEAR SIR:—You will enter upon the duties of your office July 7, 1913. In view of the impossibility of conducting the public schools of your county successfully without an efficient county superintendent and competent school committeemen, I trust that you will pardon me for taking the liberty of making some suggestions at this time in regard to the wise discharge of the first most important duties of your board, the election of a county superintendent and the selection of school committeemen.

SELECTION OF COUNTY SUPERINTENDENT.

As to the necessity and importance of competent supervision, requiring the entire time and thought of a competent superintendent, permit me to ask a careful reading of pages 47 and 48 of my biennial report, a marked copy of which I send you under separate cover.

Permit me also to call your attention to the duty of observing strictly in your election of a county superintendent the legal qualifications for the office as set forth in section 4135 of the School Law. Please kindly read carefully sections 4135, 4138, 4139, 4140 and 4141 of the School Law, and *observe especially the notes upon these sections.*

I wish, in conclusion, to urge you to observe in your selection of a county superintendent the following: (1) Without fear, without prejudice, political or sectarian, having before your eyes only the welfare of the children and the success of the public school, select the most competent man to be had for the money, choosing him from your county, if such a man is to be found there, and if not to be found in the county, seeking him wherever he can be found. (2) If your present county superintendent possesses the necessary qualifications for a successful administration of his delicate, difficult, and important duties, as I trust he may, re-elect him and give him a chance to show what is in him, and to make a greater success of his work by paying him, if possible, a sufficient salary, under section 2782 (Revisal 1905), page 65 of Public School Law of 1913, to justify him in giving all his time and thought to the work of supervision and to justify you in requiring him to do this. (3) Take advantage of section 2782, and pay your superintendent as large a salary as your school fund will justify, but be sure that you get *more man and more time for more money.* (4) If the total school fund of your county does not exceed fifteen thousand dollars, and you are unable to employ a competent county superintendent for his entire time, I beg to

ask your careful consideration of the amendment to section 4135 authorizing you to unite with any adjoining county for employing jointly a competent superintendent to devote his entire time to the work of both counties. I believe that this would be the wisest arrangement for many of the small counties that, for lack of funds, have been employing their superintendents for only a part of their time, and in some instances have been compelled to employ men of other professions or callings to give a fraction of their time to the school-work as a side-issue to their main business. It will be better to have one strong professionally trained school-man devoting all his time to two adjacent counties than to have a weaker, untrained man in each county giving only a part of his time.

SELECTION OF SCHOOL COMMITTEEMEN.

By way of suggestion to you in the selection of school committeemen, let me beg you to read carefully section 4145 of the School Law, and note thereon, and also the Act of 1913 on page 36 of the School Law, authorizing the appointment of women on school committees. Let me insist that you earnestly seek to find for school committeemen men and women of intelligence and good business qualifications, who are known to be in favor of public education, as required by law; who will take an active interest in the public schools, and will have the courage to discharge their duties, especially the duty of selecting teachers, without fear or favor. Select the best men, irrespective of political affiliations.

By an act of the General Assembly of 1913, you are authorized to appoint women on school committees. By nature and temperament women are vitally concerned in the training of children and the work of the schools. They appreciate more than men do the value and importance of sanitary and beautiful surroundings in schoolhouses and grounds, and as members of school committees would be likely to emphasize the side of school-work that men are most likely to undervalue and overlook. I earnestly urge, therefore, the appointment of a number of earnest, active, intelligent, wise women on your school committees. It might be wise to appoint at least one such woman on each committee.

COMPULSORY ATTENDANCE.

Please read carefully the Compulsory Attendance Act of 1913, pages 13-17 of the School Law Pamphlet, and also my construction thereof on pages 114-115 of the same pamphlet.

Under section 5 of this law it will be necessary for your board on the first Monday in July to appoint an attendance officer for each township of your county to take the census and enforce the law for all schools, white and colored, in said township. Where districts lie partly in two or more townships the Board can designate to which attendance officer they shall be assigned.

I would advise the selection of attendance officers who are interested in education, who are in sympathy with compulsory attendance, and who will be active and tactful in the enforcement of the law. If unnecessary friction and unpopularity are to be avoided, tact, conservatism, common sense, and patience must be exercised in enforcing this law, at least until the people become acquainted with its provisions and have reasonable time to adjust

themselves to these. Wisely, tactfully, patiently, but firmly enforced, this law will, I am confident, increase attendance in the elementary and intermediate grades, improve the regularity of attendance, add greatly to the efficiency of the schools, and by such results convince at least the progressive and intelligent citizens of each district of its benefits and wisdom, and win for it their hearty support.

Because of his interest in education and his acquaintance and official connection with the school-work, I beg to suggest the advisability of selecting as the attendance officer in each township the best school committeeman in that township, provided he possesses the other qualifications suggested above for a successful attendance officer.

As the provisions of this act seem to me so conservative, moderate and reasonable, I would advise no change under section 11, even of the machinery for its enforcement. Changes can be more wisely made later if experience shows them to be necessary.

SCHOOL CENSUS.

This law provides that the attendance officer shall also take the census in each school district in his township, and requires him to take an annual census. As the census could not be taken until the attendance officers were appointed in July, and as it was necessary to have a census of the children between the ages of eight and twelve years for the enforcement of compulsory attendance, I suggest that your board order the census to be taken and returned on or before September 1, 1913.

The county superintendent should carefully examine the census returns from each census-taker and satisfy himself that it has been accurately taken, and that all the requirements of the law have been fully complied with before approving voucher for payment.

SIX-MONTHS SCHOOL LAW.

Read carefully this law, pages 8 to 12, of the School Law pamphlet.

It seems safe to estimate that this law will provide this year an Equalizing Fund of about four hundred thousand dollars for lengthening and equalizing the terms of the public schools, and that each county board of education can safely calculate on a minimum term of at least five months the first year. The apportionment from this fund will be made, however, for the payment of teachers' salaries in each district for a definitely designated additional period, and if in any district the salaries of first and second grade teachers employed exceed forty and thirty dollars per month, respectively, such excess of salary for the additional definitely designated period, for which salaries of teachers are allowed from the State Equalizing Fund, must be provided out of the local-tax funds, by private subscription or otherwise, or it should be made a part of the contract of such teachers that they will teach during the extended period for the salary apportioned by the State therefor. The county can allow out of the county and district funds larger salaries than the maximum salaries designated in this law, but irrespective of salaries paid out of these funds in any particular district the schools in that district must be run for the additional period designated for which salaries are allowed from the Equalizing Fund. To illustrate: If a teacher has been legally employed in a district at a salary of fifty dollars per month

for four months, for which funds have been provided by county and district apportionment, and an apportionment of the maximum salary of forty dollars for salary of said teacher for an additional month is made from the State Equalizing Fund, then the teacher must teach the additional month for a salary of forty dollars, unless the additional ten dollars is provided by local taxation, private subscription, or otherwise. The county superintendent and school committee cannot legally approve the teacher's voucher for salary for a less period than the designated period of one month, and the use of the forty dollars apportioned therefor, or any part of it, for any less period than that designated, would be a misdemeanor under section 7 of this law.

I desire to assure you of my hearty co-operation with all your efforts to advance the cause of education in your county, and to request your hearty co-operation with me in our common work.

Very truly yours,

J. Y. JOYNER,

Superintendent Public Instruction.

PROMPT PAYMENT OF TEACHERS' SALARIES REQUIRED.

October 22, 1913.

To the County Boards of Education.

GENTLEMEN:—I beg to call your attention to the amendment of 1913 to section 4164 of the Public School Law, authorizing and directing the County Boards of Education to provide for the prompt payment of all teachers' salaries at the end of each school month, and to urge your prompt compliance with this law.

Under this law the County Boards of Education are authorized and required to make satisfactory arrangements, by borrowing the money or otherwise, for the prompt payment of all teachers' salaries at the end of each month where the school funds in the hands of the treasurer at that time are insufficient for such payments. In many instances, however, the necessity for borrowing may be avoided and the expense of paying interest saved by urging sheriffs to turn over to the treasurers from month to month school funds as rapidly as collected and by requesting sheriffs and treasurers having unused balances from other funds in their hands to advance from these to the school fund part or all of the money needed at the end of the month to pay the salaries due, thereby saving to the school fund considerable interest. In many counties, in fact, in most counties, arrangements can be made with one or more banks to cash all properly approved teachers' vouchers upon presentation, to stamp upon each voucher the date of payment and to receive interest upon each from said date until the date of settlement of same by the treasurer. The treasurer should settle these vouchers as rapidly as he receives funds from the school taxes. In this way considerable interest could be saved.

It is a hardship upon the teachers to be compelled to wait for the payment of their salaries or to discount their vouchers in order to have them cashed before the funds are in hand from the taxes to pay them. The purpose of this law was to prevent this hardship and injustice. There is no longer any justification or excuse for any board's failure to provide for the prompt payment of the teachers' salaries at the end of every month.

Very truly yours,

J. Y. JOYNER,

Superintendent of Public Instruction.

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

November 3, 1913.

To the County Superintendent.

DEAR SIR:—The annual meeting of the Association of County Superintendents will be held in the Hall of the House of Representatives, Raleigh, N. C., beginning Tuesday morning, November 25th at 9:30 o'clock, and closing Thursday morning, November 27th, at 11:30 o'clock. It will be necessary, therefore, for the County Superintendents to arrive in Raleigh not later than Monday night, November 24. It is very important that every Superintendent shall be present at the first meeting of the Association and remain until the close of the last meeting, attending continuously each session, as the law directs.

The North Carolina Teachers' Assembly meets in Raleigh November 26-28. Our Association will hold no meeting on Wednesday evening so as to afford the County Superintendents an opportunity to attend the first meeting of the Teachers' Assembly.

The Superintendents can secure the railroad rates and the board rates provided for those attending the North Carolina Teachers' Assembly in information about this will be found in the programs and circulars of information which will be sent to you by the Secretary of that body soon.

The last meeting of our Association will adjourn Thursday morning at 11:30 o'clock, thereby affording the Superintendents opportunity to participate in the meetings of the Teachers' Assembly during the balance of the week. Every County Superintendent is urged to join the Teachers' Assembly and remain, if possible, to attend and participate in all of its meetings.

Section 4141 of the public school law makes it absolutely mandatory upon every County Superintendent to attend the annual meeting of the Association of County Superintendents continuously during its session, unless providentially hindered. The law is equally mandatory upon the County Board of Education to pay the traveling expenses of the County Superintendent, including board. It is the sworn duty of the County Superintendent and every member of the County Board of Education to obey this law, and my sworn duty to enforce it. We can not expect others to obey the law unless we obey it.

I shall be greatly grieved if a single County Superintendent fails to obey this law this year, thereby imposing upon me the unpleasant duty of investigating the reasons for such failure and of reporting them to the County Board of Education, unless the cause for absence is really providential. I believe that all of the County Superintendents are sufficiently interested in their work and sufficiently appreciative of the value and importance of these annual gatherings to render it unnecessary to invoke the law to compel attendance. Public duty should be placed ahead of private business or personal convenience, and the public officer who can not rise to this conception of his sworn public duty ought to resign.

There are many important questions for our consideration and discussion at this meeting. The program will be printed with the Assembly programs and sent to you in a few days. I believe it to be the most practical and interesting program that we have ever arranged for an annual meeting. It is my earnest hope that the Superintendents will make these meetings their own, and that they will feel free at all times, as heretofore, to make

suggestions, to ask questions and to participate freely in all the conferences and discussions. I hope, therefore, that every County Superintendent will come prepared to give and receive information on all topics selected for discussion and on all other questions pertaining to the advancement of our work.

The most of the meetings will be informal conferences, exchange of experience and suggestions about the practical problems of our common work immediately pressing for solution. We will have few set addresses.

In consideration of the payment of his expenses by the County Board of Education, the time of the County Superintendent while attending these annual meetings belongs to the State and the County, and it is his duty to use his time for the transaction of the business of the Association and for the advancement of the cause of education in his State and County. The County Superintendents have heretofore shown a most conscientious appreciation of this duty by prompt and continuous attendance upon the business meetings of the Association and faithful attention to its work. I confidently expect to have the same conscientious performance of their duty as heretofore. Every Superintendent will be expected to attend continuously every morning and afternoon session of the Association and to present at the beginning of the first session on Tuesday morning and remain to the end of the last session on Thursday morning. Kindly make your arrangements accordingly before leaving home.

I thank you for the faithful and successful performance of your duties during the past year. I rejoice with you in the progress of the year and the encouraging outlook for the future. I am looking forward with keenest pleasure to meeting all of you, and I most heartily wish for every one of you a most delightful and profitable week at the State Capital. Come and let us plan together still larger things for the education of the children of our beloved State. With best wishes,

Very truly yours,

J. Y. JOYNER,

Superintendent Public Instruction.

TEACHERS' ASSEMBLY.

November 3, 1913.

To the County and City School Boards.

Believing that the inspiration, information, encouragement and pleasure that teachers will receive from association with hundreds of their fellow teachers, and with some of the masters of their profession, and from the discussions and exchanges of views and experiences at the coming session of the North Carolina Teachers' Assembly, at Raleigh, November 26-29, will more than compensate in benefits to teachers and their pupils for the loss of one day from school, especially immediately following a holiday, I heartily and earnestly endorse the request of the officials of the Assembly that the school authorities grant to teachers who desire to attend the next session of the Teachers' Assembly leave of absence from school for Friday, November 28, without loss of salary, and recommend that school boards grant this permission.

Very truly,

J. Y. JOYNER,

State Superintendent of Public Instruction.

NORTH CAROLINA DAY.

The South is an agricultural section. In agricultural development its people have scarcely touched the margin of its wonderful possibilities. Perhaps no Southern State is richer or more varied in agricultural resources, has greater need for agricultural development, or more to gain therefrom, than North Carolina. No other man has, perhaps, done so much for the improvement of agriculture and the uplift of rural life in the South and in North Carolina as did Dr. Seaman A. Knapp, the founder of the Demonstration Work and the Boys' and Girls' Clubs, the great apostle and teacher of more profitable farming and more comfortable living on the farm.

I have deemed it proper and profitable to turn aside this year from the usual historical program for North Carolina Day, dealing with the past, and celebrate the day as a Rural Life and Knapp Memorial Day, dealing with the living present.

This day will prove a "North Carolina Day" of the most valuable sort, if teachers will use the excellent material and suggestions contained in this bulletin and in the Peabody College Bulletin, "Knapp Agricultural Day," copies of which have been sent by the college to all county superintendents for distribution to teachers, for stimulating interest in country life and country things, and a love for these, for opening the eyes of country boys and girls to the beauty and the wonderful possibilities thereof, and for checking the exodus from the country to the town.

On account of the illness of Mr. R. D. W. Connor, Secretary of the State Historical Commission, who has heretofore kindly and ably edited and supervised the preparation of the bulletin for North Carolina Day, the State Department of Education had to take charge of the preparation and editing of it on short notice this year. As will be seen from an examination of the contents of this bulletin, I was most fortunate in securing quick responses to my hurried call for aid and valuable contributions from many of our best known, most efficient and most consecrated workers for the agricultural, intellectual, social, and moral development of our State. In the name of the children, especially the country children, and of all our people, I desire to thank all these contributors for their prompt and valuable assistance. I desire especially to thank Mr. Clarence Poe for his invaluable suggestions and aid in the preparation of the program and the collection of material and selections for it, and also to express my appreciation of the extra services so cheerfully and so satisfactorily rendered by Mr. N. C. Newbold, of my Department, in arranging the material and reading the proof.

J. Y. JOYNER,

Superintendent Public Instruction.

SUGGESTIONS.

In addition to the practical helpful suggestions for the use of this bulletin made by Mr. Newbold, I desire to add the following:

1. Read carefully the articles of Mr. Hutt and Mr. Collett, and prepare, with the aid of the children and their parents, an exhibit of the agricultural products, fruits, and vegetables, of the community. *This exhibit is one of the most important and valuable parts of the program.*

2. Send, through the children, special invitations to all the parents and other people of the community to attend and take part in the celebration of North Carolina Day. Extend this invitation through your county or community paper. If necessary, let your older pupils assist the teacher in writing brief, neat invitations to be sent to all the families of the neighborhood.

3. Enlist in your Agricultural Exhibit and in the celebration of the day, the local Farmers' Union, if there be one in the community, and all other farmers. Invite some intelligent farmer to make a brief talk on some subject pertaining to farming or some phase of rural life.

4. Invite the country preachers and doctors. If possible, get some country preacher to open the exercises of the day with appropriate Scripture reading and prayer, and get some country doctor to make a brief health talk for country folks.

5. *Knapp Memorial Exercises and collection.*

Every school is urged to have as a part of the exercises of the day brief Knapp Memorial Exercises and to take up a collection from children and visitors for the "Knapp Farm and School of Country Life," to be established in connection with Peabody College for Teachers at Nashville, Tennessee, as a "working, living memorial of Dr. Knapp," to perpetuate the great work begun by him, to serve the entire South by disseminating the great principles promulgated by him and by training agricultural leaders and demonstrators. The other Southern States celebrated Knapp Memorial Day and took up generous collections for this school last year and are planning to repeat the same this year. No Southern State has profited more by Dr. Knapp's work and teachings than North Carolina, and, as it was impossible to join our sister States in this celebration and collection last year, I feel sure that all our people, through the public schools, will be glad to avail themselves of the opportunity on North Carolina Day this year to do their part in honoring this great hero and prophet of agriculture and in making a generous contribution for the establishment of this great school for the perpetuation and advancement throughout the South of the great work to which he devoted the best years of his life.

If you have not already received it, write at once to your county superintendent or to Chas. E. Little, Knapp Day Secretary, Nashville, Tennessee, for a copy of "Knapp Agricultural Day Program," containing all the information and help needed for this part of your program.

FINES, FORFEITURES AND PENALTIES.

August 9, 1913.

DEAR SIR:—As you doubtless are aware, there has been quite a considerable loss to the school fund each year owing to the unsystematic recording and reporting of the revenues derived from "Fines, Forfeitures and Penalties," and, as a step toward remedying this condition, this department has prepared blanks for the reporting of these revenues, which we believe will prove a great help to the county boards of education in keeping up with these funds. We are sending you by express a full supply of these blanks, and respectfully ask that you see to it that each justice of the peace and clerk of each State and municipal court in your county is furnished with

these blanks. The blanks have been put up in pads in two sizes, and one pad should be given each man, the size depending upon the size of the court.

Section 4108 of the Public School Law *requires* that the *Clerks of all State and municipal courts, justices of the peace, etc.*, shall furnish to the County Board of Education of their respective counties, on the first Monday of July and January of each year, a detailed statement of fines, forfeitures and penalties that have been imposed or that have accrued, *this information to be furnished on blanks prepared by the State Department of Education.* Upon examination of these blanks, one of which I enclose, you will see that at one writing three copies of the report are made—an original, which goes to the county treasurer; a duplicate, which is sent to the county superintendent; and a triplicate, which is kept by the reporting officer for his records. The clerk of the county should enter the outcome of each case as it is disposed of, and whenever a settlement is made with the county treasurer, he simply tears out the white sheets and sends them to him, and at the same time mails the yellow sheets to the county superintendent, allowing the pink sheets to remain in his book for future records. The law requires that these reports be made at least twice a year, but if you deem it best, you might ask for them oftener.

These pads have been made to fit the I-P Looseleaf Note Book, No. 8069, which may be secured from almost any book and stationery store at a very small price. In view of the fact, however, that a large number of these binders will be needed, the A. Williams & Co., of this city, have agreed to furnish them at the very low price of thirty cents each, postpaid. The binders are neat and attractive, bound in black cloth, strong and substantial enough to last several years.

In conclusion, allow me to bespeak your co-operation in the use of these reports. See to it that each court reports regularly and in full. The law requires these reports to be made, and if we will see to it that the law is carried out, I believe it will be time and trouble well spent, and that the school fund will be appreciably increased by their use.

Very truly yours,

J. Y. JOYNER,

Superintendent of Public Instruction.

By A. S. B.

GOOD ROADS DAYS.

October 15, 1913.

To County Superintendents, Board of Education and Teachers.

The Governor of North Carolina by proclamation, has set apart the 5th and 6th of November as Good Roads Days to be celebrated as holidays by all the people throughout the State. The schools should contribute their share to the success of this commendable co-operative movement for better roads in North Carolina. The children should have the opportunity to participate in this celebration and thereby learn a valuable, practical lesson in community service for civic betterment. I deem it wise and proper, therefore, to request and direct all county superintendents to notify and instruct all teachers of their counties to set apart and celebrate the last of these days—Thursday, November 6th—as “Good Roads Day” in the public schools.

A part of this day should be devoted to reading and discussing with the children in school, the valuable information contained in the bulletin on Good Roads and Arbor Day, kindly prepared at my request by Miss Berry and Mr. Holmes of the N. C. Geological and Economic Survey. The remainder of the day should be spent in actual work by the children, under the direction of the teachers, in improving and beautifying the school grounds, the school building and the outhouses, and in laying off and grading walks through the school yard and roads leading thereto. Valuable suggestions for such work will be found in this bulletin.

I suggest that the road workers be requested and urged to spend Thursday, or at least a part of that day, in working the roads leading to the school houses, and that they be invited by the women of the neighborhood to meet at the school house on that day for dinner, and to join with the children in their work on the school grounds. The women of the neighborhood might be invited to come to the school house Thursday morning and participate with the children and teachers in the celebration and in the improvement work of the morning.

The gathering of all the best citizens of the school district about the school on this day, spending a social hour together at dinner, joining with the children and teachers in an afternoon's work, side by side for the improvement of their school will afford a fine opportunity to become acquainted with the conditions and needs of their school—to meet and to know teachers and children, and will result, I doubt not, in awakening interest and stimulating pride in the school and in incalculable benefit in many ways to the school and community.

To become permanent all great movements for civic and industrial improvement must begin with the teaching of the children in the schools. The rising generation should be taught the necessity and importance of good roads in North Carolina; should be brought to see the relation of these to the future comfort, progress and prosperity of the State along all lines. Nothing is more essential than good roads for increasing the efficiency of our country schools. Consolidation and transportation, so necessary for larger schools, larger taxing areas, better houses and equipment, more and better teachers with better organized, more advanced and more practical courses of study, for better preparation for life and its daily occupations, are practically impossible without good roads. Good attendance and good health during the winter months are almost impossible in the country schools without good roads. This one day, therefore, will be most profitably spent in our public schools in impressing upon the children, by precept and by example, the value and the necessity of good roads and the civic duty of helping to secure them for their communities and their State.

County Superintendents are earnestly requested and officially directed to distribute these bulletins to the teachers of their county without delay and to urge them by written or personal communication, to begin at once preparation for the successful celebration of this day. Teachers are urged to spare no effort to enlist the children and the citizens of the community in making the day pleasant and profitable. The bulletins will be sent to Superintendents, for distribution, not later than October 21st.

Yours very truly,

J. Y. JOYNER,

Superintendent Public Instruction.

REGARDING UNIFORM SYSTEM OF SCHOOL ACCOUNTING.

January 31, 1914.

To the County Treasurer.

In order to secure greater uniformity, simplicity, and accuracy in keeping the accounts of the county school fund, and to avoid errors in the final reports of this fund to the State Superintendent, required by law, and to secure the simplest and easiest, yet most complete means of keeping the accounts, the State Department of Public Instruction, in conjunction with Mr. L. Abbott, who is an expert bookkeeper and accountant, has carefully prepared and arranged a new County School Account Book. The book is the outcome of years of experience, and is a decided improvement on any other book ever issued by this department.

As you will see upon examining the book, practically the same form as was used in the book issued in 1910 for keeping accounts has been returned, the chief change being in the size of the book, which has been brought to a more convenient and easily handled size, and that a loose-leaf binder of the latest and most improved type has been substituted for the old fast board backs. The book is also indexed, which will mean a great saving of time. The binder, of course, is permanent and will last for years. The sheets for the binder will be furnished you by this department each year, or as you need them, the sheets that have been used, of course, being taken out and the new ones substituted.

We are sending you by express today a copy of this book, with blanks sufficient to last your county two years. More blanks will be furnished at any time. The binder, which has kindly been furnished by the Edwards & Broughton Printing Company, State Printers, of this city, *is expected to be paid for by the counties.* This Department did not feel that the State should be asked to stand the expense of the binders, yet felt that they were absolutely necessary for the accurate keeping of the county school fund accounts. By buying them in a lot of over 100 copies we were able to get them for you at a very much reduced cost, and the department has had the manufacturers furnish them to all the counties at once. We are sending your County Superintendent a bill for the binder, to which I wish you would have him give his immediate attention. We hope you will have him attend to this at the next meeting of the County Board of Education, as the manufacturers have let us have these binders at such a small margin of profit it will be no small hardship for them to have to wait unduly long on their payment.

The book seems to be as simple as long experience and expert knowledge can make it. It has been prepared at considerable expense and trouble, with the firm conviction that if properly used much time and trouble will be saved, many errors will be avoided, and a greater degree of accuracy secured in the matter of keeping accounts. The final reports required of you by me will be revised so as to correspond exactly with this book, and henceforth it will be a comparative small matter to make out and verify this report, with this book. If properly kept I am sure it will aid you and I most earnestly urge its use.

Very truly yours,

J. Y. JOYNER,

Superintendent Public Instruction.

INTEREST CHARGED ON DELAYED LOAN FUND PAYMENTS.

February 7, 1914.

To the County Superintendent.

I beg to call your attention to the installments and interest that your County is due the Loan Fund February 10th. If you have not already done so, please authorize your County Treasurer to pay these notes at once. On account of a number of counties having delayed the payments due the Loan Fund for the past two or three years, *the State Board of Education has ruled that interest shall be charged at the regular rate on payments for the time they are delayed.* This is necessary, because all new loans promised for February 10th are dependent upon the repayment of these installments and interest, and if they are not paid promptly we, of course, will not be able to meet our incurred obligations on time.

Please have your check made payable to B. R. Lacy, State Treasurer, and send in to this office so that proper credit may be given you on our books.

We will thank you to give this your immediate attention.

Very truly yours,

J. Y. JOYNER,
Superintendent of Public Instruction.

STATE EQUALIZING FUND APPORTIONED.

February 11, 1914.

To the County Superintendent, County Treasurer and Members of the County Board of Education.

GENTLEMEN:—The State Equalizing Fund of the school year ending June 30, 1914, has been apportioned by the State Board of Education under section 4, chapter 33, of the Public Laws of 1913, and found sufficient to lengthen the school term in every school district, exclusive of local tax to a minimum of 103.3 days. Every district in your county, therefore, white and colored, must provide a school term of not less than this.

Upon the application on file from your county, there has been apportioned to your county under chapter 33 of the Public Laws of 1913, \$. for an extension of days in the school term of every school district of your county beyond the term of days provided by your county funds. Requisition for this amount has been made upon the State Auditor, and the warrant therefor on the State Treasurer, payable to your county treasurer, will be issued and sent to said county treasurer as soon as your county board of commissioners shall have had a settlement with the State Auditor and as soon as the sheriff shall have settled his State taxes or shall have paid the State Treasurer at least as much as he did last year.

Read carefully chapter 33, Public Laws of 1913, found on pages 8-12 of the Public School Law pamphlet. I call your attention especially to sections 4 and 7 thereof, from which you will see that this money has been apportioned and can be used only for the salaries of the teachers employed for the period designated above and must be apportioned by the county board of education so as to provide the designated extension of term in every district of your county, white and colored, and to secure in each of these districts this year a minimum term of 103.3 days exclusive of local tax.

You will observe also from section 7 that no district in your county will be entitled to any part of this fund for the payment of the salary of its teachers until the district or township committee shall have furnished satisfactory evidence, sworn to if necessary, that funds have been provided for paying the incidental expenses of the school or schools in said district for the additional term designated above; that the county superintendent is forbidden to sign any voucher for the payment of any part of this apportionment for any other purpose than for payment of teachers' salaries for the period above designated; that the county treasurer is forbidden to pay any part thereof for any other purpose, and that the county board of education is forbidden to order the payment of any part thereof for any other purpose, and that the county superintendent, the county treasurer or any member of the county board of education violating the provisions of this law and permitting any part of this money to be used for any other purpose shall be subject to fine and imprisonment in the discretion of the court. In a word: the law requires that this money shall be so apportioned as to provide an extension of..... days in every school district of your county and a minimum term from State and county funds, exclusive of all local tax, of 103.3 days.

As explained in former letters, if the funds apportioned from the Equalizing Fund for salaries of teachers are not sufficient to provide the designated extension of term at the salaries actually paid teachers, the excess of salary and the incidental expenses needed for the designated extension of term must be provided in some other way and assurance thereof furnished to the county superintendent before any part of the Equalizing Fund apportioned to your county can be apportioned by your board to said district. As will be seen from section 4, the maximum salary that can be apportioned from this fund for teachers of first grade in any district for the extended period is \$40 per month, and for teachers of second grade, \$30 per month, and assistant teachers of third grade, \$20 per month.

The State Board of Education and State Superintendent are confident of the hearty coöperation of all country educational officials in the strict enforcement of the law as to secure in every district from the State and county funds the minimum term of 103.3 days, and I beg to suggest and urge that the county board of education and the county superintendent and the school committeemen use every effort to get the people of every school district to to raise by private subscription, by local taxation, by entertainments with the aid of the Woman's Betterment Association, or by such other means as may seem practical and advisable to them, the additional funds to bring the minimum school term to at least 105 days or five months and one week, and wherever possible to 120 days or six months.

I feel encouraged that the Equalizing Fund the first year has proved sufficient to provide a minimum term of nearly five months and one week, and with the coöperation of the county officials and the application of reasonable economy and business principles in the handling of school funds, I am confident that this Equalizing Fund will be sufficient in the next year or two to provide a full six months term in every school district, notwithstanding the large increase in the number of teachers necessitated by the increased attendance this year and hereafter.

Very truly yours,

J. Y. JOYNER,

Superintendent of Public Instruction.

RULING REGARDING FINES COLLECTED IN CITY COURTS.

March 7, 1914.

To County Superintendent and County Board of Education.

On account of a misunderstanding of the opinion of the Attorney-General in the Charlotte case in regard to the application of fines, forfeitures and penalties imposed in the mayors' and recorders' courts in violation of city ordinances, I have asked him for a fuller opinion, a copy of which you will find below. Please read it carefully and see that the law is enforced as heretofore in regard to the payment to your County School Fund of all fines, forfeitures and penalties imposed in all criminal actions in all mayors' and recorders' courts in your county. I suggest that you have all such courts make the returns required in section 4108 of the Public School Law, blanks for which have been sent you, and, if necessary, have the records examined to see that the county school fund receives all to which it is entitled.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction.

STATE OF NORTH CAROLINA
DEPARTMENT OF ATTORNEY-GENERAL
RALEIGH

T. W. BICKETT, *Attorney-General.*T. H. CALVERT, *Assistant Attorney-General.*

February 23, 1914.

HON. J. Y. JOYNER, *State Superintendent Public Instruction, Raleigh, N. C.*

DEAR SIR:—Under date of July 23, 1913, I wrote to you the following letter:

“In response to your inquiry of recent date, I beg to advise:

“It appears that recently the city of Charlotte brought a civil action to recover a penalty for the violation of an ordinance of the city. The penalty was recovered and turned into the treasury of the city. My opinion is desired as to whether this penalty can be recovered by the County Board of Education for the benefit of the general school fund of the county.

“The article of the State Constitution pertinent to the question is as follows:

“‘The clear proceeds of all penalties and forfeitures and of all fines collected by the several counties for any breach of the penal or military laws of the State shall be faithfully appropriated for establishing and maintaining free public schools in the several counties in this State.’

“In Private Laws of 1909, ch. 338, it is provided that the city of Charlotte may sue in the Recorder's Court to recover penalties for a violation of the ordinances of the city.

“Construing the article of the Constitution above quoted, the Supreme Court says:

“‘A fine is the sentence pronounced by the court for a violation of the criminal law of the State. A penalty is the amount prescribed for a violation of the statute laws of the State or the ordinance of a town, and is recoverable in a civil action for debt. Where such fines are collected through the mayor

by virtue of his authority as a justice of the peace they are to be accounted for to the Board of Education. It is otherwise as to penalties imposed by the ordinances of a city, and which are sued for in a civil action.'

"Board of Education v. Henderson, 126—693.

"The same doctrine is enunciated in *School Directors v. Asheville*, 137—503; *Bearden v. Fullam*, 129—477, and *Commissioners v. Raleigh*, 88—120.

"The net result of all the authorities seems to be that when a penalty is imposed in a *criminal prosecution* brought in the name of the State the clear proceeds of the penalty must go to the general county school fund; but when a penalty is recovered in a *civil action* by a person or by a municipality authorized to sue for a sum, the mandate of the Constitution does not apply. 'A municipality may prescribe penalties for the violation of its ordinances made for the purpose of local self-government, and may collect and appropriate to itself the proceeds of such penalties.'

"Connor and Cheshire's Constitution, page 353.

"It is true that by virtue of section 3702 of the Revisal every violation of a town ordinance is made a misdemeanor, and the mayor may issue his warrant in the name of the State against the offending party. Fines imposed in such a criminal prosecution must be paid to the general school fund. But this does not preclude the city from suing for the penalty in its own name.

"In fact, for the violation of the ordinance, the offending party may be proceeded against at the same time by the State for having committed a misdemeanor, and by the city for the collection of a penalty.

"It follows that the city of Charlotte in suing for its penalty in the case under consideration was acting well within its rights."

Replying to your suggestion that the officers in a number of cities and towns have misunderstood the meaning of the foregoing letter, I desire to say that it does not and was not intended to depart from the rule that had been well understood, that all fines and penalties recovered in any criminal action are payable into the general school fund of the county, and that this applies to the warrants issued in the name of the State for violations of municipal ordinances. The proper enforcement of municipal ordinances requires that violations should be treated as misdemeanors under the statute (section 3702 of the Revisal), and cases should generally, if not always, be so prosecuted.

In the case, however, of a violation of an ordinance by a person from whom a civil judgment can be collected by execution—that is, where such person is worth more than the legal exemptions—the city may sue him in a civil action in the name of the city. A judgment in such a case is like a judgment in any other civil action, and is merely a debt, and such person cannot be arrested to enforce its payment, as the Constitution forbids arrest for debt.

If a city or town should elect to bring a civil instead of a criminal action, on which judgment is rendered but not collected, and afterwards a criminal warrant is issued for the same offense, on which payment of a fine is enforced, such fine should be paid to the county school fund. It should be clearly understood that if criminal process is resorted to, and the person violating the ordinance is arrested, or liable to arrest, under the process, any fine or penalty recovered should be paid to the county school fund.

Very truly yours,

T. W. BICKETT,
Attorney-General.

COUNTY TREASURER ALLOWED NO COMMISSION ON LOANS.

April 2, 1914.

To the County Superintendent.

I beg to call your attention to section 2778 of the Revisal of 1905, page 70, of the Public School Law, which says, in part, the following: "As treasurer of the County School Fund he shall receive such sum as the Board of Education may allow him, not exceeding two per cent on disbursements; *Provided*. That said treasurer shall be allowed no commission or compensation for disbursements or receipts of any loan or loans made to the county by the State Board of Education under section 4053 of the Revisal of one thousand nine hundred and five."

Under this section, therefore, the county treasurer cannot be allowed any commissions for receiving or disbursing the money derived from the loans recently made from the State Loan Fund. Please bear this in mind when settling with your county treasurer, and see that the law is carried out.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction.

REGARDING LEVYING SPECIAL TAX FOR FOUR MONTHS.

May 8, 1914.

To the Chairman of the County Board of Commissioners.

DEAR SIR:—I enclose a copy of the blank for the itemized statement of school receipts and expenses required to be submitted by the County Board of Education to your board as a basis for the levying of the special tax to provide a four-months school in every district in your county, in accordance with the special act of the General Assembly of 1913 and in fulfillment of the requirement of Article IX, section 3, of the Constitution of North Carolina. I enclose, also, a copy of my letter to the County Superintendent and the County Board of Education in regard to the preparation of this statement. Examine this blank and read carefully the letter. I beg the hearty coöperation of your board with the County Board of Education in securing as economically as possible the best possible public school in every school district of your county.

I beg to call your attention to the act of the General Assembly of 1913, under which this estimate is made and this tax is required to be levied. You will observe that your county will receive no aid under the law from the State Fund for a six-months school term unless you levy the special tax. As guardians of the public interest, the Board of County Commissioners ought to be, and will be, I believe, equally interested with the County Board of Education in providing the best schools that the county is able to afford for at least four months in every school district, and in securing aid from the State for an additional term; and the County Board of Education ought to be and will be, I believe, equally interested with the Board of County Commissioners in securing those schools as economically as is consistent with the requirements of thorough instruction, good equipment, and efficient supervision. It is my earnest hope and my confident belief, therefore, that there will be the heartiest coöperation between these two boards in the enforcement of this law.

I will thank you to lay this letter and its enclosures before your Board of County Commissioners at its next regular meeting.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction.

PLANS FOR SCHOOLHOUSES MUST BE APPROVED BY STATE SUPERINTENDENT.

May 11, 1914.

To County Superintendent and Chairman of Board.

As the season for building schoolhouses is approaching, I beg to remind you again of the requirement of section 4124 of the Public School Law, that the County Board of Education cannot legally invest any money in any new house that is not built in accordance with plans approved by the State Superintendent of Public Instruction, and that all contracts for buildings shall be in writing, and all buildings inspected, received and approved by the County Superintendent before full payment is made therefor.

It is exceedingly important that these provisions of the law in regard to building schoolhouses be strictly enforced. Please call attention of your County Board of Education to this matter at your next meeting.

An enlarged and revised edition of plans for public schoolhouses, approved by me, is in the hands of the printers, and copies will be sent you as soon as they come from the press. Other copies will be furnished you as needed.

The Board should include in its contract for every new schoolhouse a contract for the erection of sanitary privies on the school grounds, and as soon as practical I would earnestly urge such privies to be erected in connection with every public schoolhouse in the county. Plans for these will be found in the new Book of Plans, and details will be furnished in a separate Bulletin prepared by the State Board of Health, upon application to this office.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction

TEACHERS' INSTITUTE.

June 6, 1914.

To the County Superintendent.

Do you want a successful institute in your county this summer? If so, you must insist that the teachers bring their text-books. At the recent conference of institute conductors held here in Raleigh, the conductors testified that by far the most successful institutes last year were those in which the teachers had their text-books. They asked that a special letter be directed to the county superintendents calling their attention again to this prime necessity.

1. All teachers should bring or purchase O'Shea's "Everyday Problems in Teaching."

2. Your primary teachers should bring all of the books used in the first three grades, a pair of scissors, a box of crayola, and a pencil containing soft, large lead.

3. Your intermediate teachers should have all of the text-books of the fourth, fifth, sixth and seventh grades.

Two courses will be offered in the afternoon sessions: one for primary teachers, or those desiring to take primary methods; the other for intermediate teachers, or those feeling most need for intermediate methods. Notify your teachers to bring the books for whichever section they wish to enter. See to it, also, that your book dealers have an ample supply of all of these books and materials on hand. It will be a good time to insist that all of your teachers own the text-books they teach. It is not a thing unheard of that some teachers in North Carolina do not own copies of the text-books they are required to use.

At any rate, the institute will be seriously crippled if the teachers do not bring, or provide themselves with, the text-books used in the rural schools.

Post cards will be sent for your convenience in notifying your teachers of the details of the institute, the necessity of attending, and the books and materials necessary for their use in the institute.

Very truly yours,

J. Y. JOYNER,

Superintendent Public Instruction.

E. E. SAMS, *Supervisor of Teacher-Training.*

HIGH SCHOOL TEACHERS.

September 19, 1914.

DEAR SUPERINTENDENT:—I desire to call your immediate attention to an important clause in section 4 of the Public High School Law. The clause reads as follows: "*Provided, further*, that no one shall teach in any public high school that receives State funds under this act who does not hold a high school teacher's certificate from the State Board of Examiners., and, *Provided, further*, that no one shall be employed as teacher in such high school without the approval and recommendation of the county superintendent."

I am persuaded that in a good many instances this clause has been violated in the past, but I desire your hearty coöperation in enforcing it this year. There is to be given at all county seats in the State, October 8 and 9, an examination for the benefit of such teachers as may not have secured the certificate as required by law. The county superintendent should satisfy himself, therefore, as to whether those who are to teach in the public high schools of his county are qualified. If they are found not to hold the certificate, he should close the affected parts of the schools for this examination, and require the teachers to comply with the law.

I will thank you to fill out and return to us at once the enclosed blank, so that we may be able to check up the schools whose teachers are not eligible under this act. In case there are public high schools in your county which have not as yet employed all the teachers for the high school department, please indicate that fact on the blank, and return to us at once.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction.

REGARDING APPORTIONMENT OF STATE EQUALIZING FUND.

October 28, 1914.

To the County Board of Education and County Superintendent.

GENTLEMEN:—I am enclosing to you herewith blanks for the itemized statement of funds needed for six months school in your county on the basis of teachers' salaries, to be submitted by the County Board of Education to the State Board of Education on or *before* December 1, 1914. Two copies of this statement should be prepared, one to be submitted to the State Board of Education and another to be filed in the office of the County Superintendent for his information. Please prepare carefully the statement as soon as possible, and submit it without fail to the State Board of Education before the first of December. *In order that the exact length of school term that can be provided by the aid of this fund may be determined as early as possible, it is hoped that you will prepare this statement at once, approve it at your meeting on the first Monday in November, and send it to me immediately afterwards.*

The blanks for this statement have been prepared in accordance with the Six-months School Law (chapter 33, Public Laws of 1913), and must be made out, properly signed and sworn to, and submitted to the State Board of Education on or before the specified time by every county needing, entitled to, and expecting to receive aid from the State Equalizing School Fund. If your county had sufficient funds available from general county sources to provide a full four-months school term in every district in the county, and it was not, therefore, necessary to levy a special tax for this purpose, that part of the oath (on the last page) beginning with the word "that" in line seven and ending with "therefrom," the first word in line eleven should be struck out before the oath is sworn to. All the remainder, however, must be sworn to.

Section 4 of the Six-months School Law provides that the State Equalizing School Fund shall be apportioned on the basis of the salaries of the teachers actually employed, and limits the amount that can be paid teachers from money derived from this fund as follows: First grade teachers' salaries shall not exceed \$40 per month, second grade teachers' salaries shall not exceed \$30 per month, and third grade teachers' salaries shall not exceed \$20 per month. The County Board of Education, however, is not limited to these amounts in fixing the monthly salary for teachers for the four months provided by the county.

Read carefully the law creating the State Equalizing Fund found in your Public School Law pamphlet. Your attention is again called to the fact that the Equalizing Fund will be apportioned and can be used only for the payment of teachers' salaries in each district for a definitely designated additional period, and if in any district the salaries of first and second grade teachers employed exceed \$40 and \$30 per month respectively, such excess of salary for the additional definitely designated period for which salaries of teachers may be apportioned from State Equalizing Fund must be provided out of local tax funds of district, private subscription, or otherwise, or it should be made a part of the contract with such teachers that they would teach for the extended period for the salary apportioned from the State Equalizing Fund therefor.

The county can allow out of the county and district funds larger salaries than the maximum salaries designated in this law; but irrespective of salaries paid out of these funds in any particular district, the schools in that district must be run for the additional period designated for which salaries are allowed from the Equalizing Fund.

To illustrate: If a teacher has been legally employed in a district at a salary of \$50 per month for four months, for which funds have been provided by county apportionment, and an apportionment of the maximum salary of \$40 for salary of said teacher for an additional month is made from the State Equalizing Fund, then the teacher must teach the additional month for a salary of \$40, unless the additional \$10 is provided by local taxation, private subscription, or otherwise. The county superintendent and school committee cannot legally approve the teacher's voucher for salary for a less period than the designated period of one month, and the use of the \$40 apportioned therefor, or any part of it, for any less period than that designated would be a misdemeanor under section 7 of this law.

The State Equalizing Fund last year provided a minimum school term of 103.3 days in every school district. The fund will probably be about the same this year as last year. It will be a misfortune and will endanger the law if this fund should fail this year to provide as long a minimum school term as it did last year. I bespeak your hearty coöperation in practicing such economy as is consistent with the reasonable efficiency of your schools in providing as long a term as possible out of your county fund this year, so as to enable the Equalizing Fund to provide at least as long, or longer, extension of term this year as was provided last year. If the law is properly observed the applications for aid from the State Equalizing Fund ought to be less, rather than more this year.

Each application from each county will be carefully scrutinized, and every expense not allowed by law will be cut out. Remember that the installments on loans, supervision, except for superintendent's salary and reasonable traveling and office expenses, cannot be allowed, and if these are included in the application for aid in the Equalizing Fund, they will be deducted. We cannot, of course, allow out of the Equalizing Fund salaries for one or more assistant superintendents for some counties, and salary for only one superintendent for other counties. So far as the Equalizing Fund is concerned, all counties will have to be put on the same footing in this respect. We desire to encourage in every possible way increased efficiency in supervision, and heartily approve the employment of assistant superintendents in the larger and stronger counties; but the counties themselves must provide the additional expense therefor. Until the Equalizing Fund is sufficient to provide a six-months term, no part of that can be used for any other purpose than teachers' salaries.

Remember, also, that, in accordance with the opinion of the Attorney-General, no part of the Equalizing Fund can be apportioned for High School teachers, and their salaries should not be included in the list of teachers' salaries continued in the applications.

In special-tax districts, include in your application only the salary apportioned each teacher by the County Board of Education from the county school fund, and no part of the increase in salary provided for by special-tax funds.

Counties that fail to have their statements on file at the time prescribed by law will not be entitled to participate in the distribution of the State

Equalizing School Fund for the extension of the school term. The State Board of Education will not delay this matter to the great inconvenience of all teachers and of all the people of all the other counties in the State because of the neglect or delay of one or more counties to file their statement within the time prescribed by law. *I urge you to attend to this matter at once.* The calculations will be made at the earliest possible moment after all the applications have been received, and the information as to the extension of term will be sent as soon thereafter as possible.

Very truly yours,

J. Y. JOYNER,

State Superintendent of Public Instruction.

SUGGESTED RULES AND REGULATIONS FOR THE GOVERN- MENT OF THE PUBLIC SCHOOLS OF -----COUNTY

1. The daily session of the school shall begin at.....a. m., and shall continue not less than six hours, with a morning and afternoon recess of not more than fifteen minutes each, and a noon recess of not more than sixty minutes.

2. It shall be the duty of all teachers to attend the meetings of the County Teachers' Association and all other teachers' meetings called by the County Superintendent of Schools. The County Superintendent is hereby forbidden to approve the employment or sign the vouchers of any teacher who fails to perform this duty, without excuse satisfactory to him.

3. All teachers are required to be in their respective schoolrooms at least fifteen minutes before the time fixed for the opening of the daily session of the schools, and at least one teacher in every school shall remain on the school premises during all recesses and in the afternoon until the building has been safely closed and all of the children have been sent home for the day.

4. Any pupil doing damage to the public school property shall pay for the same, and upon failure to do so, after notice to the parent by the teacher, may be excluded from school, and for willful damage shall be prosecuted as required by law.

5. The teacher or principal of each school shall spend at least two days of the week prior to the opening of the school in visiting the parents of the district and in soliciting the attendance of the children, and in explaining the rules and regulations of the schools, especially visiting the parents of those children who have not previously attended school or who have been irregular in attendance during the previous school year. For such services the teachers shall receive not more than one dollar a day for not more than two days.

6. Any teacher who shall by personal effort increase the average daily attendance of pupils from sixteen to twenty-one years old not less than 50 per cent during any year shall receive an increase in salary of 10 per cent; and any teacher who shall increase the average daily attendance of pupils from sixteen to twenty-one years old not less than 25 per cent shall receive an increase in salary of 5 per cent: *Provided, however*, that the average daily attendance in each case shall not be less than 60 per cent of the census population. Such increase in salaries shall be allowed as additional apportionment to the district out of the general fund.

7. The maximum salary allowed teachers in each district shall be reduced 10 per cent for each month that shows an average daily attendance of less than 50 per cent of the census, unless the County Superintendent is satisfied, after careful investigation, that the teacher has made all reasonable effort to increase the attendance.

8. Teachers shall report to the chairman of the school committee and to the County Superintendent at the close of the first month the names of all children who have not attended school, the cause of their absence, and the effort made to secure their attendance. No voucher for salary shall be approved by the County Superintendent unless this report has been promptly

made, and unless he is satisfied that the teacher has made every reasonable effort to find out the cause of the absence of all such pupils, to remove the cause, and to bring the children into school.

9. Children must be provided with necessary books. Unless the parent provides the necessary books within a week after the notice by the teacher, the child may be excluded from the school until such books are provided.

10. The annual session of the public schools of each township shall commence at the time fixed by the County Board of Education for each township, and they shall remain in continuous session until the close of the term.

SUGGESTIONS ON THE FOREGOING.

Section 4122 of the School Law vests in the County Board of Education full power to adopt all just and needful rules and regulations for the general government of the schools. These suggested regulations have been carefully considered by me, and discussed and practically agreed upon by the County Superintendents in the various district associations. They have been suggested by experience and observation.

Permit me to offer a few brief reasons for the adoption of these regulations:

1. There should be a fixed hour for the opening and the closing of the daily session of the school, and a definite understanding as to the hours of work and the hours of recreation.

2. A County Teachers' Association is necessary for inspiration, organization, coöperation, and mutual helpfulness. Through such an organization the superintendent can come into closer touch and sympathy with the teachers, and set on foot and carry out more successfully plans for the improvement of the teachers, through study and discussions, and for the general advancement of the work in the county. By comparing methods and experiences the teachers can greatly assist and stimulate each other. Such an association will be doomed to failure in the outset unless a mildly compulsory duty to attend is laid upon the teachers.

3. It is evident, without argument, that an enforcement of the third regulation will tend to prevent much misconduct, mischief, damage to property, fights, use of improper language, possible scandals, etc., by helping to remove the cause and the opportunity. "An ounce of prevention is worth a pound of cure."

4. The reason for this regulation is manifest on its face.

5. The enforcement of this regulation will give the teacher or principal time and opportunity to get acquainted with the parents, to bespeak their coöperation, to win their good will, and to impress upon careless or indifferent parents the necessity and duty of sending their children to school and keeping them in regular attendance. It will help to bring the school and the home into closer touch. I have no doubt that such work on the part of the teacher would likely increase the attendance, improve the regularity of attendance, and largely decrease friction between teacher and parent. I believe that two days spent by the teacher in work of this sort would be worth more to the success of the school and would do more to increase the attendance of the school and the interest in it than any other two days work that could be done by the teacher, and that the two dollars spent for this work out of the school fund would be more wisely expended than any other part of that fund. Many teachers will not do this work unless required, and they will have no reasonable cause of complaint if paid for it.

6 and 7. This puts a reasonable premium upon personal effort to increase the attendance by allowing a reasonable compensation for such successful efforts. A live and tactful teacher can do more than anybody else in the community to bring the children into school.

8. The advantage of requiring the teacher to report, at the beginning of the session instead of at the close, the names of absent children, the cause of their absence, and the efforts made to secure their attendance, is manifest. This information at the close of the term is too late to be of service, and the efforts made to get the children into school are useless unless made early in the session. The withholding of the County Superintendent's approval of the voucher for salary for the first month until this work is done insures the performance of this duty by the teacher.

9. The purpose of this regulation is to place mild and reasonable compulsion upon parents to provide children with the necessary books within reasonable time. Nobody can work without tools.

10. Much more satisfactory progress can be made in a continuous session than in two pieces of a session. A certain amount of time is always lost in the first days of the session in organization and classification and in getting the children down to work. After the work has been organized and is running along smoothly, and after children have gotten into the habit of studying, it is a serious mistake to interrupt it and allow the attention of the children to be distracted and their habits to be broken into by an intermission. Everybody knows that the first weeks of school are usually the worst weeks for work, and that the last weeks of school ought to be the best weeks for work.

Each board of education can, of course, make such modifications of these regulations as it may deem wise. I suggest that the rules and regulations adopted be printed and a copy furnished to each teacher and to each School Committeeman. A copy should also be placed in a conspicuous place in every schoolhouse.

J. Y. JOYNER,

Superintendent of Public Instruction.

INDEX

PART I.

	PAGES
Administration, spent for	71
Adult illiteracy and its elimination.....	43
Agricultural education	36
Appointment of school committeemen.....	22
Assistant teachers	22
Attendance and length of term.....	9, 72
Attraction and persuasion	38
Authority to acquire school sites.....	22
Better classification	55
Boards of education, non-partisan.....	28
Boys corn clubs	12, 13
Buildings and supplies, spent for.....	70
City treasurer must report.....	22
Child labor laws	21, 28
Community service week	17
Campaign for education	19
Compulsory attendance	21, 39
Consolidation	53
County commencements	20
County board, non-partisan	22
County farm-life school law.....	21
County unit of apportionment.....	22
County supervision	27
Department of Public Instruction	2
Educational literature	23
Election of teachers	22
Endorsement of various recommendations.....	28
Equalizing fund	20
Expenditures, summary	69
Farm-life schools	16
For what money was spent.....	7
Fund and sources, school.....	67
Furniture, rural schools	77
Girls' tomato clubs	12, 15
High school progress	11
High schools	78
Illiteracy and non-attendance	38
Improvement of teachers' institutes and teacher training.....	10
Improvement in county supervision.....	11
Important educational legislation	21
Increase in school funds	7
Increase in value of school property	8
Increase in value of school furniture and equipment.....	9
Increase in local tax districts	9

	PAGES
Increase in enrollment and attendance	9
Increase in school term and teachers' salaries.....	9
Industrial education	38
Indians of Robeson County.....	79
Justices of the peace must report.....	22
Letter of transmittal	3
Libraries	79,
Literature	23
Loan fund	12, 22, 77
Local tax districts	9, 51, 77
Log schoolhouses	74
More money and how to get it.....	51
Must provide for payment of teachers' salaries.....	22
Negro education	56
New schoolhouses built	9, 77
Normal training in high schools.....	29
Number of schools having two or more teachers.....	75
Number and sex of teachers.....	75
Our task and our opportunity.....	62
Per capita amount raised for each child.....	68
Progress in rural public high schools.....	11, 22, 33
Property, school	74
Qualifications of county superintendents.....	23
Recommendations	25
Resolutions of the North Carolina Teachers' Assembly.....	29
Resolutions of Farmers' Union.....	30
Rural libraries	12
Salaries and term	73
School funds	7
School furniture and equipment.....	9
School fund and sources	67
School attendance	72
Spent for teaching and supervision.....	69
Buildings and supplies	70
Administration	71
State equalizing fund	20
Statistical record of two years' progress.....	67
State Board of Education.....	2
State Board of Examiners.....	2
Summary and brief outline of two years' progress in education.....	67
Supervision	49
Teachers' institutes	10, 49
Teacher training	10
Teachers' salaries must be provided for.....	22
Teaching and supervision, spent for.....	69
Term	73
Teachers, number and sex.....	75
Teachers, scholarship	76
Thoroughness in essentials	31
Uniform examination, gradation and certification of teachers.....	25

PAGES

Value of school property, increase.....	8
Woman's Betterment Association	20
Women on school boards.....	22
Work to be done and how to do it.....	31

PART II.

Annual apportionment to equalize schools.....	93, 187
Apportionment of first hundred thousand dollars.....	91
Apportionment of two hundred and fifty thousand dollars.....	185
Attendance:	
Average daily attendance, white.....	38, 131
Average daily attendance, colored.....	38, 131
By counties and cities, white.....	38, 131
By counties and cities, colored.....	38, 131
City	38, 131
Increase in daily attendance.....	38, 131
Percentage of enrollment in daily attendance.....	38, 131
Rural	38, 131
Summary	38, 131
Summary and comparison	38, 131
Balances of funds, by counties and cities.....	45, 95
Board of Education, expenses.....	32, 125
Buildings and supplies:	
City	27, 118
Rural	27, 118
Districts	58, 152
Donations for buildings	10, 102
Donations for increasing school terms.....	10, 102
Donations for libraries, by counties.....	10, 102
Enrollment:	
Average number enrolled	38, 131
By counties and cities, white.....	38, 131
By counties and cities, colored.....	38, 131
Percentage of enrollment	38, 131
Expenditures:	
First hundred thousand dollars.....	93
For administration, by counties.....	32, 125
Insurance and rent	26, 118
Interest	26, 118
Items of all other expenses, rural.....	32, 125
Percentage for supervision alone.....	20, 112
Second hundred thousand dollars	93
Spent for administration	32, 125
Spent for building and supplies.....	26, 118
Spent for houses, white.....	26, 118
Spent for houses, colored.....	26, 118
Spent for supplies, by counties.....	26, 118
Spent for teaching and supervision.....	20, 112
Summary of expenditures	13, 105
Superintendents, by counties and cities.....	20, 112

Expenditures—*Continued*:

	PAGES
Teachers, by counties, white.....	20, 112
Teachers, by counties, colored.....	20, 112
Teaching and supervision, by counties and cities.....	20, 112
Total expenditures, by counties and cities.....	13, 105
Total spent for teaching and supervision.....	20, 112
Fuel, expenditures, by counties	26, 118
Furniture:	
Benches	85, 179
Home-made desks	85, 179
Patent desks	85, 179
Loan fund	3, 190
Local taxes	3, 95
Log schoolhouses	58, 152
Per capita school fund, for each child.....	12, 105
Population:	
Population and enrollment	38, 131
Population of white schools, by counties	38, 131
Population of colored schools, by counties.....	38, 131
Population to each white school	38, 131
Population to each colored school	38, 131
Rural white school population.....	38, 131
Rural colored school population.....	38, 131
Property taxable for each child.....	12, 104
Receipts for schools:	
Funds raised by taxation and taxable property for each child of school age	12, 104
Per capita amount raised for each child.....	12, 104
Per capita raised for schools.....	12, 104
Rural fund not reported by the county treasurer.....	10, 102
School fund and resources.....	3, 95
Total fund raised for schools.....	3, 95
Rural schoolhouses built, number of.....	88, 182
Scholarship and experience of teachers:	
White	73, 167
Colored	79, 173
School fund and sources.....	3, 95
Amount raised for each hundred dollars taxable property and for each inhabitant	12, 104
Per capita to each child.....	12, 104
Schoolhouses:	
Average value of schoolhouses, by counties.....	52, 138
Districts without houses	58, 146
Houses built, white	88, 182
Houses built, colored	88, 182
Log schoolhouses	58, 146
Number of schoolhouses, by counties.....	52, 138
Value of schoolhouses, by counties.....	52, 138
Schools:	
Value of houses, by counties.....	62, 138
Number of white schools.....	61, 155

Schools— <i>Continued</i> :	PAGES
Number of colored schools.....	64, 158
Term	45, 139
School property, value	52, 138
Teachers:	
Average amount paid each teacher.....	45, 139
Average salary	45, 139
Colored teachers, by grades and counties.....	79, 173
Number and sex of teachers.....	67, 161
Number of teachers, by counties.....	67, 161
Salary and length of term.....	45, 139
Total paid teachers, by counties and cities.....	45, 139
Total paid teachers, per year.....	45, 139
White teachers, by grades and counties.....	73, 167
Term of schools	45, 139

PART III.

Circular letters of State Superintendent.....	131
Apportionment of State appropriations.....	131
County treasurer, no commission on loans.....	151
Conference for Education in South	131
Fines, forfeitures and penalties.....	143
Fines collected in city courts, ruling.....	149
Good roads days	144
High school teachers	153
High school apportionment	134
Interest charged on delayed loan fund payments.....	147
North Carolina Day	143
Plans must be approved by State Superintendent.....	152
Prompt payment of teachers' salaries required.....	139
Selection of county superintendent, committeemen, etc.....	136
State Association of County Superintendents.....	140
State equalizing fund apportioned.....	147
Special tax for four months term.....	151
State equalizing fund	154
Tax for four months school term.....	132
Teachers' institute	135, 152
Teachers' Assembly	141
Uniform system of accounting.....	146
Normal schools	106
Peabody Rural Supervision Fund.....	130
Report of Inspector of Public High Schools.....	1
Report of Supervisor of Teacher Training.....	53
Report of the State Agent for Rural Schools.....	81
Report of the State Agent for Colored Schools.....	121
Report of State Colored Normal Schools.....	93
Report of Principal Slater Normal and Industrial School.....	97
Report of Principal Elizabeth City State Normal School.....	101
Report of Principal Fayetteville State Normal School.....	104
Some needs of the State normal schools.....	113
Suggested rules for government of county schools.....	157

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JHL-7

